DOCUMENT RESUME

ED 178 715 CE 022 638

TITLE	Department of Defense Dependents Schools Career Education Assessment Results, 1978.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
PUB DATE	1 Apr 79
NOTE	71p.; Not available in paper copy due to colored ink
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Basic Skills; *Career Education; Career Planning; Criterion Referenced Tests; Decision Making Skills; *Educational Assessment; Elementary Secondary Education; *Test Results; *Vocational Maturity; Work Attitudes
IDENTIFIERS	*Department of Defense Dependents Schools

ABSTRACT

The United States Department of Defense Dependents Schools (DoDDS) conducted a career education assessment during May of 1978 which involved approximately 1,300 nine-, thirteen-, and seventeen-year-old students in three regions. The tests were objective-based, criterion-referenced tests which assessed systemwide student achievement in the areas of basic skills, work habits, career decisions, career plans, and attitudes. Seventy-eight schools were randomly selected to participate: ten percent of the nine-, thirteen-, and seventeen-year-olds in those schools were randomly selected to take the test. Curriculum specialists and teacher groups established minimally acceptable and desirable levels of achievement for each of the 637 items on the test. Performance of the nine-year-old students was farthest below the expectancy ranges. For all program objectives, the nine-year-olds' scores were an average of eleven points below the minimum expectancy, the thirteen-year-olds' scores were an average of four points below, and the seventeen-year-olds' scores were an average of only two points below. However, in more specific instructional areas of communication skills, motor skills, and initiative and ingenuity to fulfill responsibility, DoDDS students performed within expectancy ranges. Several recommendations were made, including emphasis on career education objectives at the elementary and middle school levels and provision of career education in-service training for academic teachers. Appended is an Approved List of Career Education Essential Material. (BM)

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APRIL 1 1979

Dr. Anthony Cardinale
Director

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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department of defense dependents schools

career education assessment results 1978

2

The purpose of the career education assessment process reflected in this document is twofold: (1) to develop an evaluation instrument which accurately assesses the career education program, and (2) to determine how well our students are achieving the stated career education objectives. Based upon the information gained by this evaluation, the testing instrument used to obtain these data will be revised in the near future.

The expectancy ranges were developed by teachers and curriculum specialists to describe optimal program development. The expectancy range represents a high standard, thus a goal to be obtained. This goal can be reached only by providing DoDDS students with a sound k-12 career education program.

The minimal ranges do not refer to minimal competency testing.

Industrial arts, home economics, business education, automotives, electricity/electronics, graphics, and other vocational-technical areas were not assessed. These programs will be assessed in the future.

ACKNOWLEDGEMENTS

The career education assessment project included the work and contributions of many, many DoDDS educators. Special recognition is given to the task group that coordinated and directed the total project.

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TABLE OF CONTENTS

I. Introduction 1

A. Background 1

B. Procedures 2

C. Standards 2

II. Test Results for Students of Ages 9, 13, and 17

A. Results for 9-year-olds Summary 2

Figure 1: Program Objectives 4
Figure 2: Basic Skills — Instructional Objectives 5
Figure 3: Work Habits — Instructional Objectives 6
Figure 4: Career Decisions — Instructional Objectives 7
Figure 5: Career Skills — Instructional Objectives 8
Figure 6: Attitudes — Instructional Objectives 9
Figure 7: Item Comparisons of DoDDS Scores with Stateside Scores 10

B. Results for 13-year-olds Summary 12

Figure 8: Program Objectives 13
Figure 9: Basic Skills — Instructional Objectives 14
Figure 10: Work Habits — Instructional Objectives 15
Figure 11: Career Decisions — Instructional Objectives 16
Figure 12: Career Skills — Instructional Objectives 17
Figure 13: Career Plans — Instructional Objectives 18
Figure 14: Attitudes — Instructional Objectives 19
Figure 15: Item Comparisons for DoDDS Scores with Stateside Scores 20

TABLE OF CONTENTS
(Cont'd.)

C. Results for 17-year-olds Summary 22

Figure 16: Program Objectives 23
Figure 17: Basic Skills — Instructional Objectives 24
Figure 18: Work Habits — Instructional Objectives 25
Figure 19: Career Decisions — Instructional Objectives 26
Figure 20: Career Plans — Instructional Objectives 27
Figure 21: Attitudes — Instructional Objectives 28
Figure 22: Item Comparisons for DoDDS Scores with Stateside Scores 29

III. Recommendations and Conclusions Based on Tests for Students of Ages 9, 13, and 17 35

IV. Survey Results, Implications and Recommendations for Students Age 17

A. Summary of Results 36

B. Implications and Recommendations 39

Appendix

DoDDS Survey Questions 42
DoDDS Survey Questions with P-values and NAEP Comparisons 45

I. Introduction

The Department of Defense Dependents Schools (DoDDS) administered the Career Education Tests to approximately 1,300 9-, 13-, and 17-year-old students in the three regions during May 1978.

A. Background

The career education tests were developed jointly by the three regions. The process involved the following components:

1. Reviewing of career education tests in the United States.
2. Assembling a task group composed of teachers and education specialists to manage the process which included:
   a. compiling item pools (1,100 items),
   b. field testing of item pools,
   c. revising, editing, and developing test procedures,
   d. field testing of prototypes,
   e. developing student criteria levels,
   f. scoring, analyzing, revising of tests,
   g. administering final tests, and
   h. scoring, analyzing, and reporting final test results.

The career education tests assessed the student performance based on the career education program objectives in DoDDS. They were not designed to evaluate individual student achievement. They were objectives-based, criterion-referenced tests which assessed systemwide student achievement in the areas of basic skills, work habits, career decisions, career skills, career plans, and attitudes.

The tests were constructed by a task group of DoDDS teachers, using items from National Assessment of Educational Progress, states of Louisiana, Pennsylvania, Montana, Texas, Nevada, and North Carolina, the school district of La Mesa, California, and the University of Wisconsin, Stout.

Most of the test items were provided by National Assessment of Educational Progress and the State of Louisiana. Relative comparison of those items are presented in the summary of the results for each age group. P-values (percent of correct responses) are used in the reporting of results.

B. Procedures

The 637 items were developed for the 9-, 13-, and 17-year-olds to measure achievement in the six career education program objectives. Seventy-eight schools were randomly selected for participation. Ten percent of the 9-, 13-, and 17-year-olds in those schools were randomly selected utilizing standardized procedures. Each student was required to respond to approximately 50 test items. The data collected does not allow for reporting individual student or classroom results. Scores were obtained for each region and for the entire DoDDS system, but only the DoDDS results are reported in this document.

C. Standards

Curriculum specialists and teacher groups from within DoDDS established minimally acceptable and desirable levels of achievement for each item. These standards were aggregated to yield a program expectancy range for each objective and each instructional objective. The lower end of the program expectancy range represents the minimally acceptable group performance level. A group score at or below this level would indicate a weakness area for this component of career education. The upper end of the range represents desirable or optimal levels of achievement. Group scores falling at or above this end of the range would indicate program strength areas.

During school year 1978-1979, the results will be presented to educators throughout DoDDS to acquire program recommendations and modifications. Using these results as base-line data, the tests will be administered to a sample of 9-, 13-, and 17-year-olds during school year 1980-81 to measure the changes in standards performance after program modifications have been implemented.

II. Test Results for Students of Ages 9, 13, and 17 Summary

A. 9-year-old career education test assessed the areas of basic skills, work habits, career decisions, career skills, and attitudes. [1/] DoDDS students' overall scores for the five broad career education program objectives fell below the expectancy ranges. However, in the more specific instructional objective areas of communication skills, motor skills, and initiative and ingenuity to fulfill responsiblity, DoDDS students performed within the expectancy ranges. Figures 1-6 present the program expectancy ranges and the DoDDS actual students' scores.

[1/] There were no items in the test for Objective #5, Career Plans.

1. Basic Skills

   The basic skills component addressed the areas of numerical, communication, motor, interpersonal, information processing, and decisionmaking skills. Based on DoDDS expectancy ranges, the students performed within the expectancy ranges in communication and motor skills. The students' scores fell below the expectancy ranges in numerical, interpersonal, information processing and decisionmaking skills. (See Figure 2.)

2. Work Habits

   The work habits area assessed responsibility, planning work, initiative, adapting to varied work conditions, health and grooming. The DoDDS students scored below the expectancy ranges in all areas except initiative. (See Figure 3.)

3. Career Decisions

   Career decisions assessed the areas of abilities and interests, characteristics of different careers, entry-level requirements, relating personal characteristics to occupational requirements, and using information sources for solving problems. Students scored below the expectancy ranges in all areas. (See Figure 4.)

4. Career Skills

   The two areas assessed were using leisure time for self-enrichment and participating in a realistic work situation in the home, school, or community. DoDDS students' scores were below the expectancy ranges in both areas. (See Figure 5.)

5. Attitudes

   The six attitudes and values assessed were recognizing the bases of various attitudes toward work, holding work competence in high regard, personal fulfillment through own achievement, value conservation of human and natural resources, value work in terms of social and intercultural goals, and fair and equal treatment of minorities and women. DoDDS students performed below the expectancy ranges in all areas. (See Figure 6.)

FIGURE 1

9-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

PROGRAM OBJECTIVES

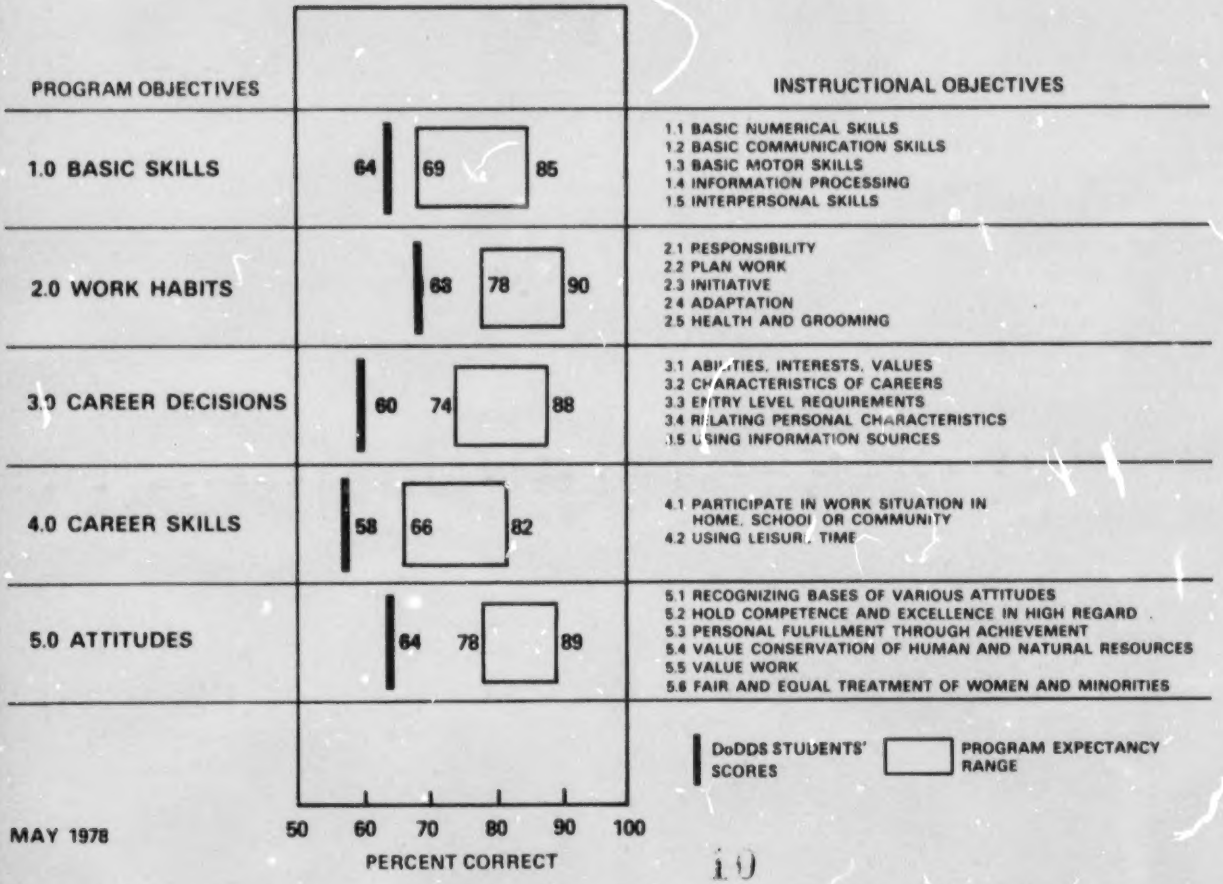

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FIGURE 2

9-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

BASIC SKILLS: INSTRUCTIONAL OBJECTIVES

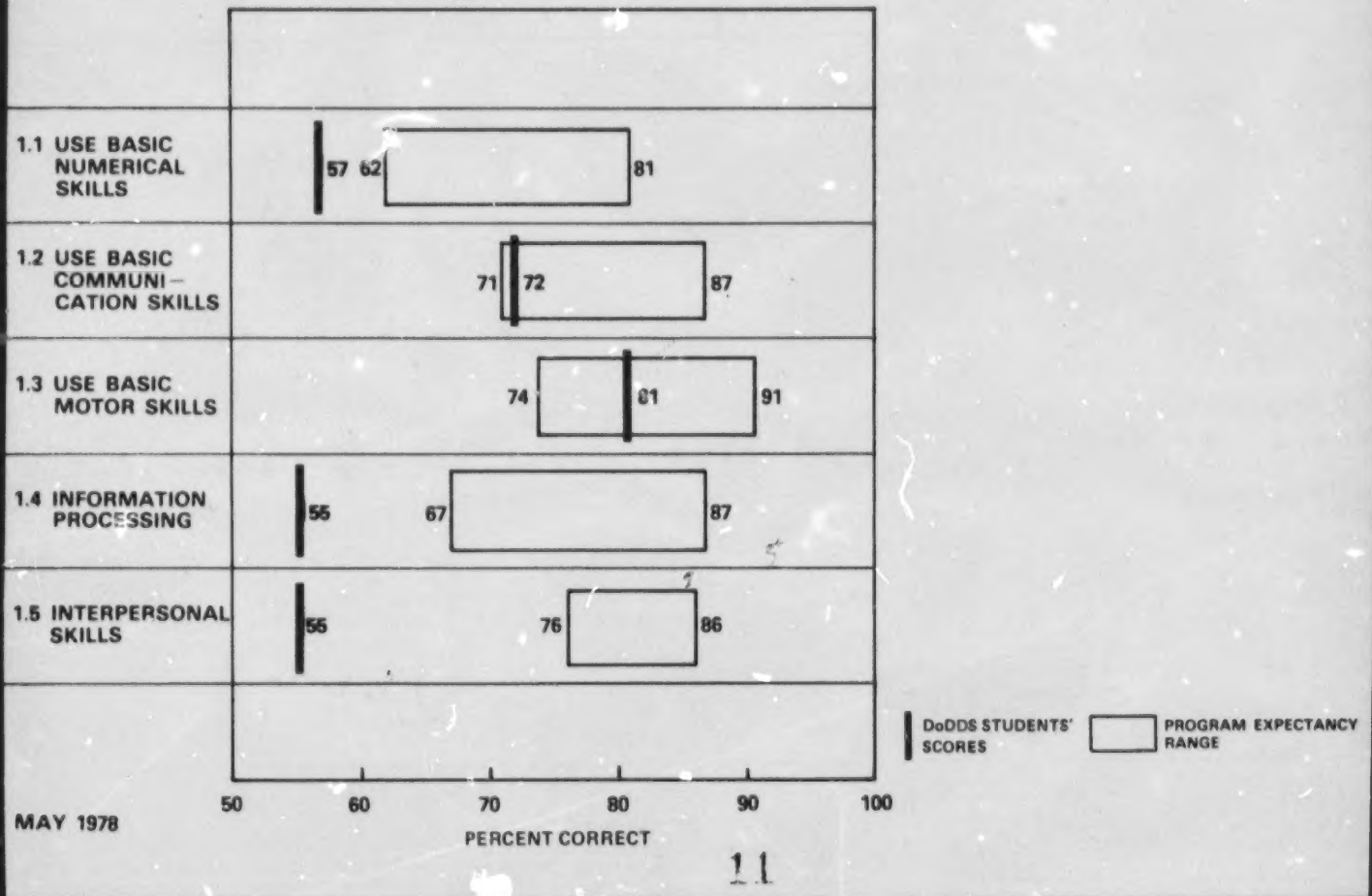

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FIGURE 3

9-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

WORK HABITS: INSTRUCTIONAL OBJECTIVES

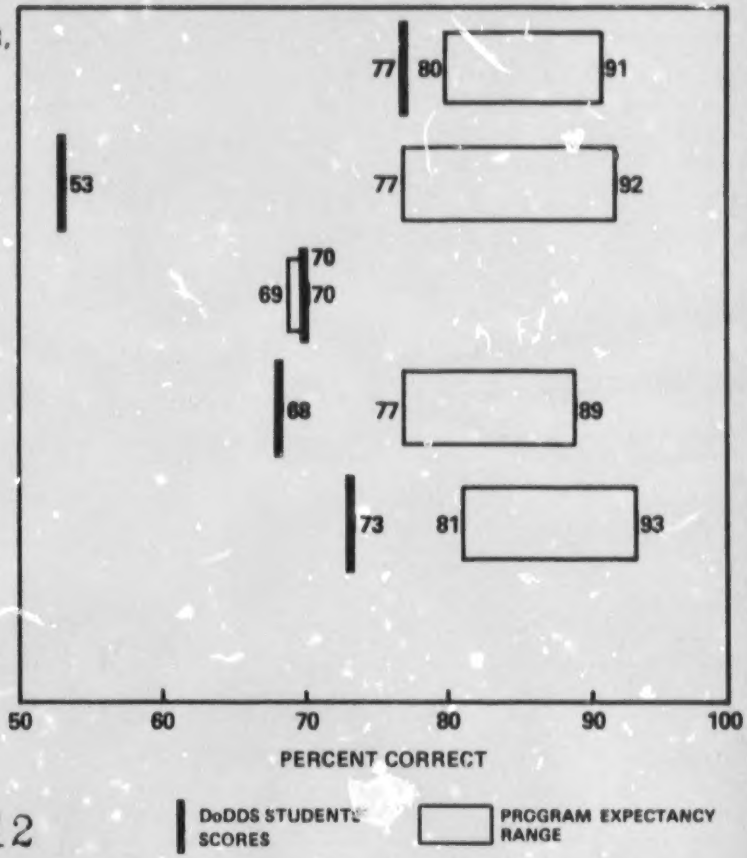
2.1 ASSUME RESPONSIBILITY FOR OWN BEHAVIOR, IDENTIFY RESPONSIBLE BEHAVIOR OF SELF AND OTHERS

2.2 PLAN WORK, ORGANIZE AND DETERMINE PROCEDURES

* 2.3 USE INITIATIVE AND INGENUITY TO FULFILL RESPONSIBILITIES
  - USE INITIATIVE, SEEK ASSISTANCE
  - RESOURCEFUL IN ACCOMPLISHING WORK

2.4 ADAPT TO VARIED WORK CONDITIONS
  - ADAPT TO ENVIRONMENTAL CHANGES
  - ADAPT TO UNSUCCESSFUL CHANGES

2.5 GOOD HEALTH AND GROOMING
  - MAINTAIN GOOD PERSONAL HEALTH



*BASED ON TWO ITEMS

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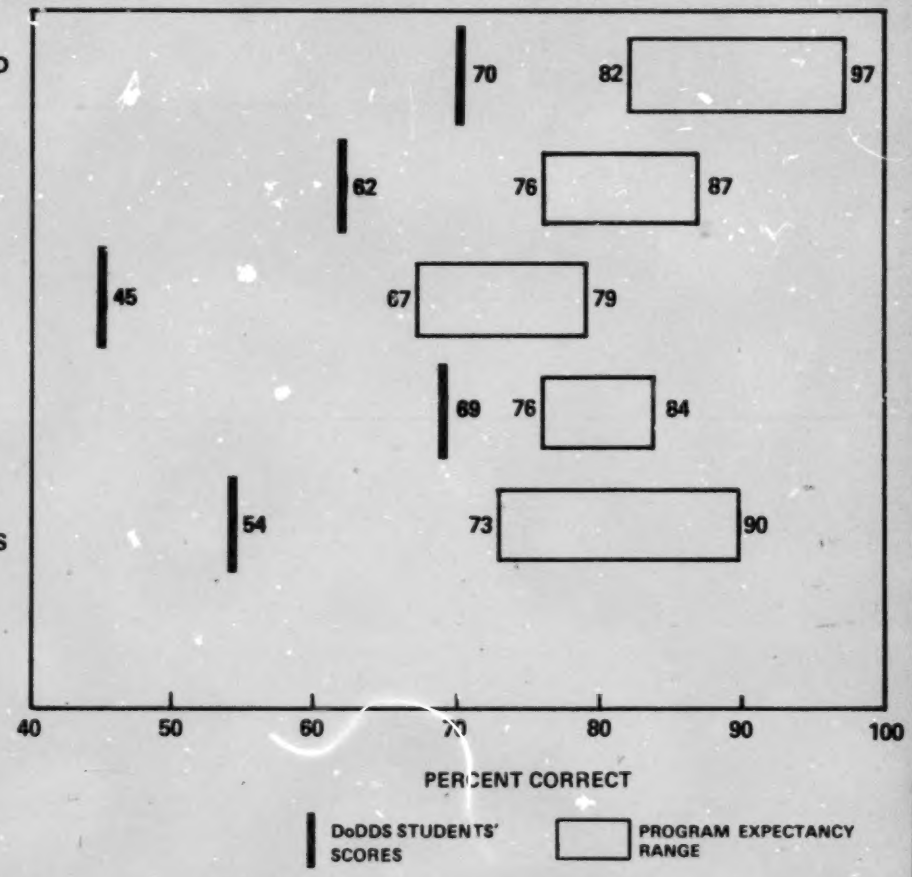
FIGURE 4

9-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

CAREER DECISIONS: INSTRUCTIONAL OBJECTIVES



*BASED ON TWO ITEMS

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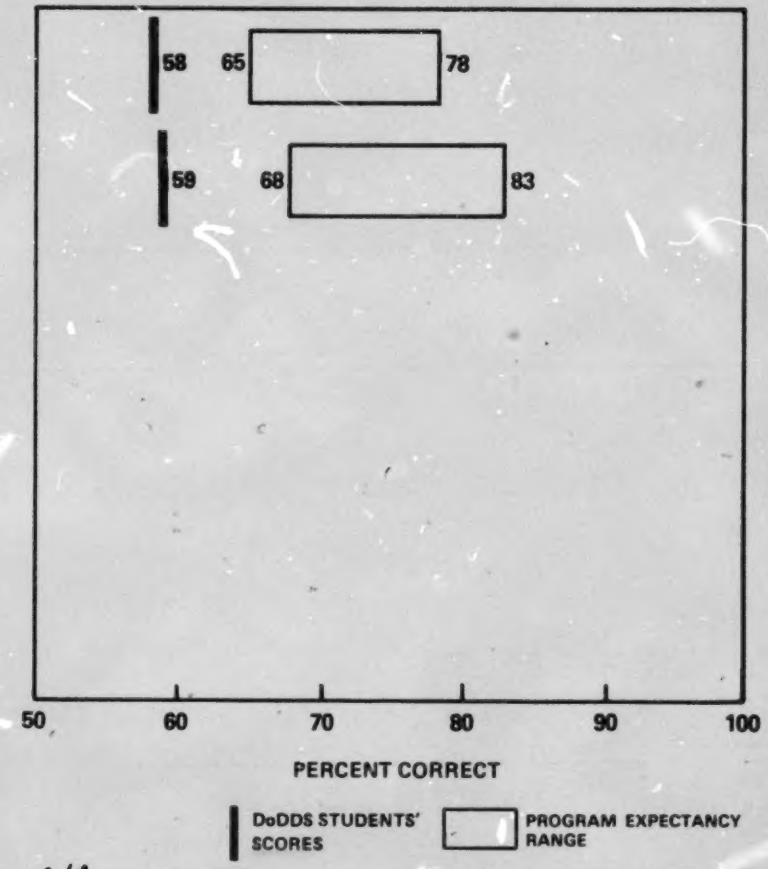
FIGURE 5

9-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

CAREER SKILLS: INSTRUCTIONAL OBJECTIVES

4.2 PARTICIPATE IN A REALISTIC WORK SITUATION IN THE HOME, SCHOOL OR COMMUNITY

4.5 USE LEISURE TIME FOR SELF-ENRICHMENT



MAY 1978

FIGURE 6

9-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

ATTITUDES: INSTRUCTIONAL OBJECTIVES

6.1 RECOGNIZE THE BASES OF VARIOUS ATTITUDES TOWARD WORK

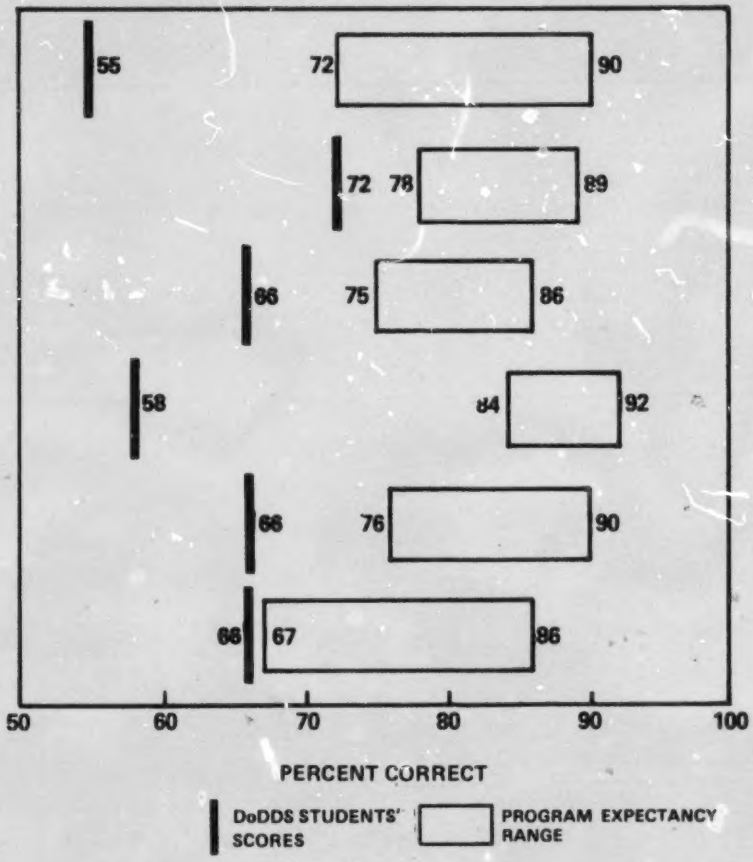
6.2 HOLD COMPETENCE AND EXCELLENCE IN HIGH REGARD

6.3 SEEK PERSONAL FULFILLMENT THROUGH OWN ACHIEVEMENT

6.4 VALUE CONSERVATION OF HUMAN AND NATURAL RESOURCES IN ACCOMPLISHING WORK

6.5 VALUE WORK IN TERMS OF SOCIETAL AND INTERCULTURAL GOALS

6.6 DEMONSTRATE COMMITMENT TO FAIR AND EQUAL TREATMENT OF MINORITIES AND WOMEN



MAY 1978

Figure 7

ITEM COMPARISONS OF DoDDS SCORES WITH NAEP AND LOUISIANA

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
9-YEAR-OLD CAREER EDUCATION ASSESSMENT, MAY 1978				
1.0 BASIC SKILLS				
1.1 Ticket price	9-2, 1	59.3		31.2
1.1 Measuring cup	9-3, 2	81.5	30.0	24.7
1.1 Read recipe	9-5, 1	70.4		82.6
1.2 Signs	9-2, 4	93.8		88.2
1.2 Read road sign	9-5, 4	50.6		55.1
1.3 Mend a tear	9-3, 5	93.8		88.9
1.3 Temperature	9-1, 5	53.1		37.0
1.3 Recognize a thermometer	9-4, 5	73.3		89.2
1.4 Chores	9-4,6	53.1		45.2
1.5 Something wrong	9-4, 7	76.5		85.9
1.6 Bulletin board	9-4, 8	17.3		4.3
2.0 WORK HABITS				
2.1 Responsibility for party	9-3, 8	92.6		82.6
2.2 Best picnic plan	9-2, 8	39.5		30.0
2.2 School fair	9-3, 9	35.8		29.5
2.2 Best plant	9-1, 12	59.3		41.1
2.4 Smoky TV	9-2, 9	44.4		45.5
2.5 Wash hands	9-2, 12	74.1		79.4
2.5 Bath	9-2, 13	76.5		71.0
2.5 8 hours' sleep	9-1, 16	64.2		54.7
2.5 Hair	9-1, 17	50.6		57.0
2.5 Wash hands after BR	9-3, 13	74.1		71.4
2.5 Balanced diet	9-4, 16	79.0		49.4
2.5 Brush teeth	9-5, 14	71.6		72.3
2.5 Importance of breakfast	9-5, 15	87.7		88.8

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
9-YEAR-OLD CAREER EDUCATION ASSESSMENT, MAY 1978				
3.0 CAREER DECISIONS				
3.1 Recognize faults	9-5, 16	65.4		45.3
3.2 Newscaster	9-3, 20	75.3	84.9	70.1
3.2 Mailman	9-3, 17	85.2	93.8	91.1
3.2 Musician	9-1, 29	87.7		80.5
3.2 Worker	9-2, 19	85.2		75.1
3.2 Newscaster	9-3, 20	75.3	84.9	70.1
3.2 Surveys skills	9-5, 18	70.4		56.7
3.2 Works indoors	9-5, 19	76.51		67.9
3.2 Helpful to doctor	9-5, 21	81.5		77.9
3.2 Station attendant	9-5, 22	82.7	81.8	72.5
3.3 Mailman	9-4, 22	77.8	93.8	85.4
3.5 Job information	9-4, 25	67.9	43	49.0
4.0 IMPROVED CAREER CAPABILITIES				
4.5 Station attendant	9-5, 22	82.7	81.8	85.2
4.5 Newspaper plant	9-3, 32	7.4	16.1	15.2
4.5 Museum	9-5, 33	82.7	76.7	56.3
4.5 Zoo	9-5, 34	88.9	88.3	75.8
4.5 Planetarium	9-1, 38	23.5	29.1	26.0
4.5 Aquarium	9-3, 31	65.4	53.0	36.1
4.5 College	9-2, 31	23.5	41.2	35.2
4.5 Farm	9-4, 31	76.5	79.5	65.2
4.5 Library	9-1, 39	86.4	97.2	83.9
4.5 Airport	9-2, 29	86.4	81.1	61.4
4.5 Dairy	9-4, 32	45.7	48.3	33.2
4.5 Factory	9-2, 30	61.7	59.8	49.1
6.0 ATTITUDES AND VALUES TOWARDS WORK				
6.5 Assignment	9-3, 41	32.1		60.5

B. The 13-year-old career education test assessed the areas of basic skills, work habits, career decisions, career skills, career plans, and attitudes. DoDDS students performed within the expectancy ranges in basic skills and work habits. In the areas of career skills, career plans, and attitudes, the performance was below the expectancy ranges. Figures 8-14 present program expectancy ranges and the DoDDS actual student scores.

1. Basic Skills

   DoDDS students performed within the expectancy ranges in communication skills, motor skills, interpersonal skills, and information processing and decisionmaking skills. This indicates program strength areas. The students performed below the expectancy range in numerical skills.

2. Work Habits

   Student performance was within the expectancy ranges in the areas of assuming responsibility for own behavior, maintaining good health and grooming, and using initiative and ingenuity to fulfill responsibility. DoDDS students scored below the expectancy levels in the areas of planning work and adapting to varied work conditions.

3. Career Decisions

   Student performance was within the expectancy range for the objective of relating personal characteristics to occupational requirements.

   The students scored below the expectancy ranges for the objectives of associating abilities, interests,and values with professional career choices, characteristics of different careers, requirements for selected careers of interest, using information sources for solving career decisionmaking problems, and selecting educational or training programs for career development to achieve identified or changed goals.

4. Career Skills

   The students performed below the expectancy range in the objective of improving career progress through self-assessment.

5. Career Plans

   The students performed within the expectancy ranges for the objectives of preparing a resume, job application, and participating in a successful interview.

   Scores were below the expectancy ranges in identifying and using placement services, and understanding aspects of job retention.

6. Attitudes

   DoDDS students performed within the expectancy ranges in the areas of seeking personal fulfillment through own achievement and valuing work in terms of social and intercultural goals.

   Scores were below the ranges in recognizing the basis of attitudes toward work, holding competence and excellence in high regard, valuing conservation of human and natural resources in accomplishing work, and understanding commitment to fair and equal treatment of women and minorities.

FIGURE 8

13-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

PROGRAM OBJECTIVES

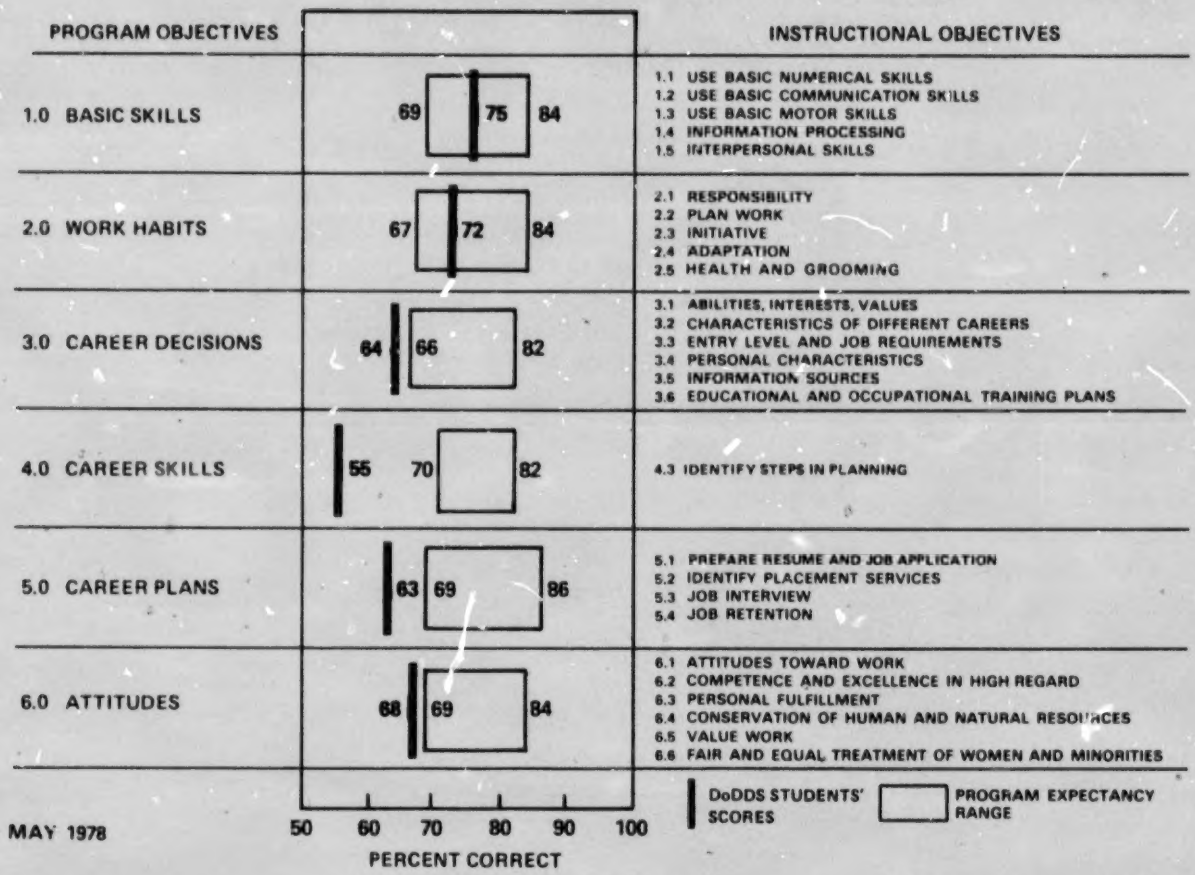


FIGURE 9

13-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

BASIC SKILLS: INSTRUCTIONAL OBJECTIVES

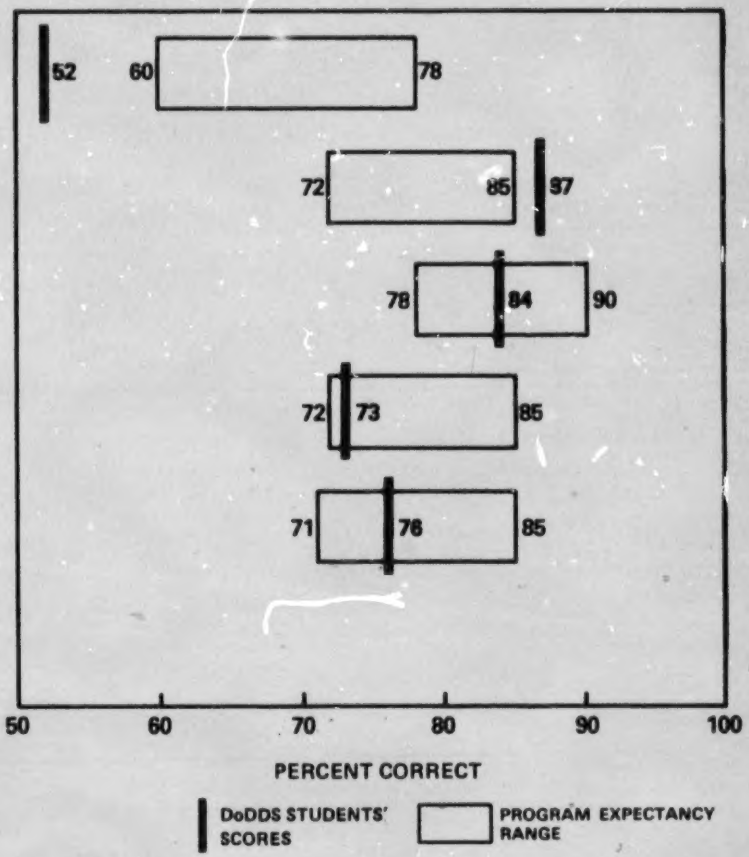


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FIGURE 10

13-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

WORK HABITS: INSTRUCTIONAL OBJECTIVES

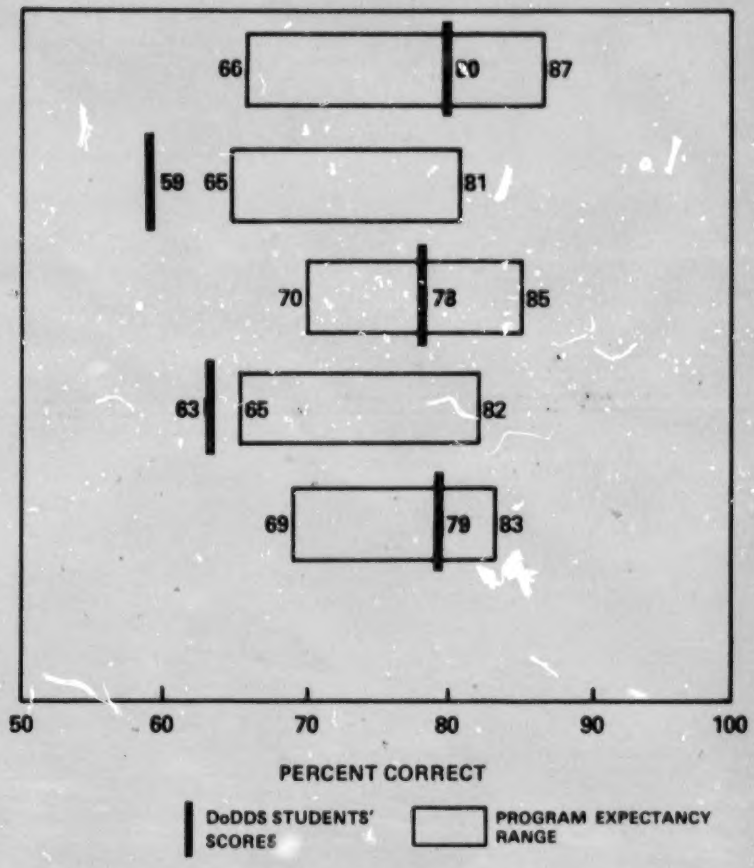
2.1 ASSUME RESPONSIBILITY FOR OWN BEHAVIOR

2.2 PLAN WORK

2.3 USE INITIATIVE AND INGENUITY TO FULFILL RESPONSIBILITIES

* 2.4 ADAPT TO VARIOUS WORK CONDITIONS

2.5 GOOD HEALTH AND GROOMING



*BASED ON TWO ITEMS

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FIGURE 11

13-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

CAREER DECISIONS: INSTRUCTIONAL OBJECTIVES

* 3.1 ASSOCIATE OWN ABILITIES, LIMITATIONS, INTERESTS, AND VALUES WITH SUCCESSFUL CAREER DECISIONS

3.2 KNOW CHARACTERISTICS OF DIFFERENT CAREERS AND FACTORS AFFECTING THEIR CHANGE

3.3 KNOW ENTRY LEVEL AND OTHER REQUIREMENTS FOR SELECTED CAREERS OF INTEREST

3.4 RELATE PERSONAL CHARACTERISTICS TO OCCUPATIONAL REQUIREMENTS

3.5 USE INFORMATION SOURCES FOR SOLVING CAREER DECISION-MAKING PROBLEMS

3.6 PLAN OR SELECT EDUCATIONAL OR TRAINING PROGRAMS FOR CAREER DEVELOPMENT TO ACHIEVE IDENTIFIED OR CHANGED GOALS

*BASED ON ONE ITEM

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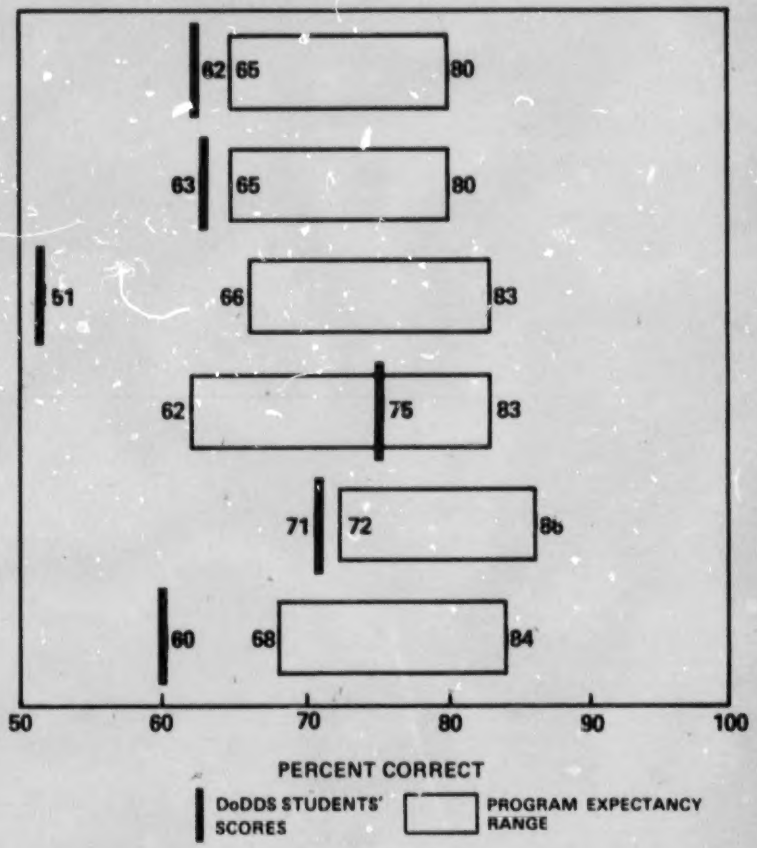

FIGURE 12

13-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

CAREER SKILLS: INSTRUCTIONAL OBJECTIVE

4.3 IMPROVE CAREER AWARENESS THROUGH SELF ASSESSMENT

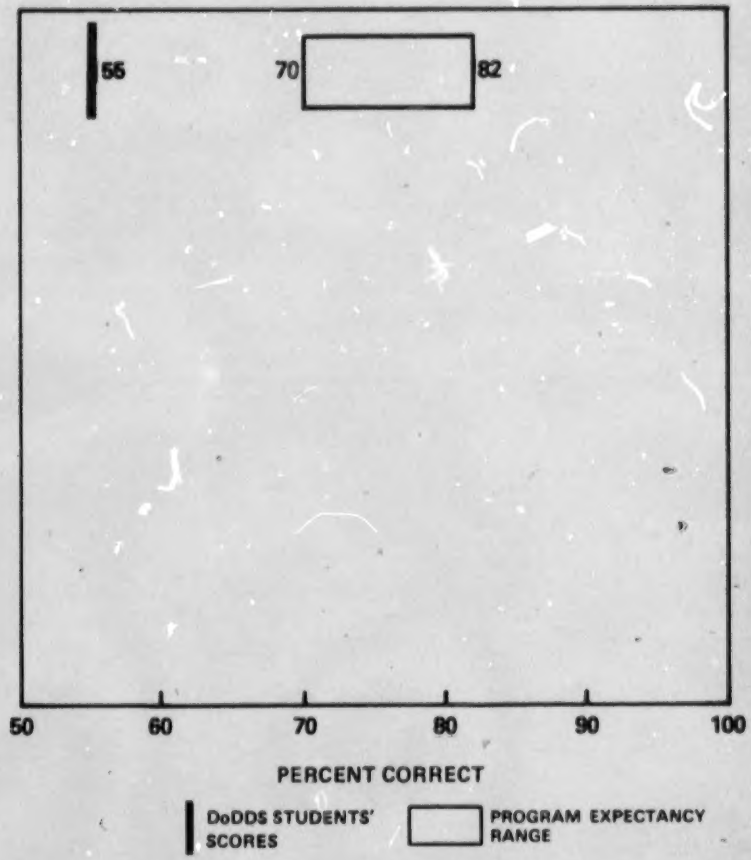

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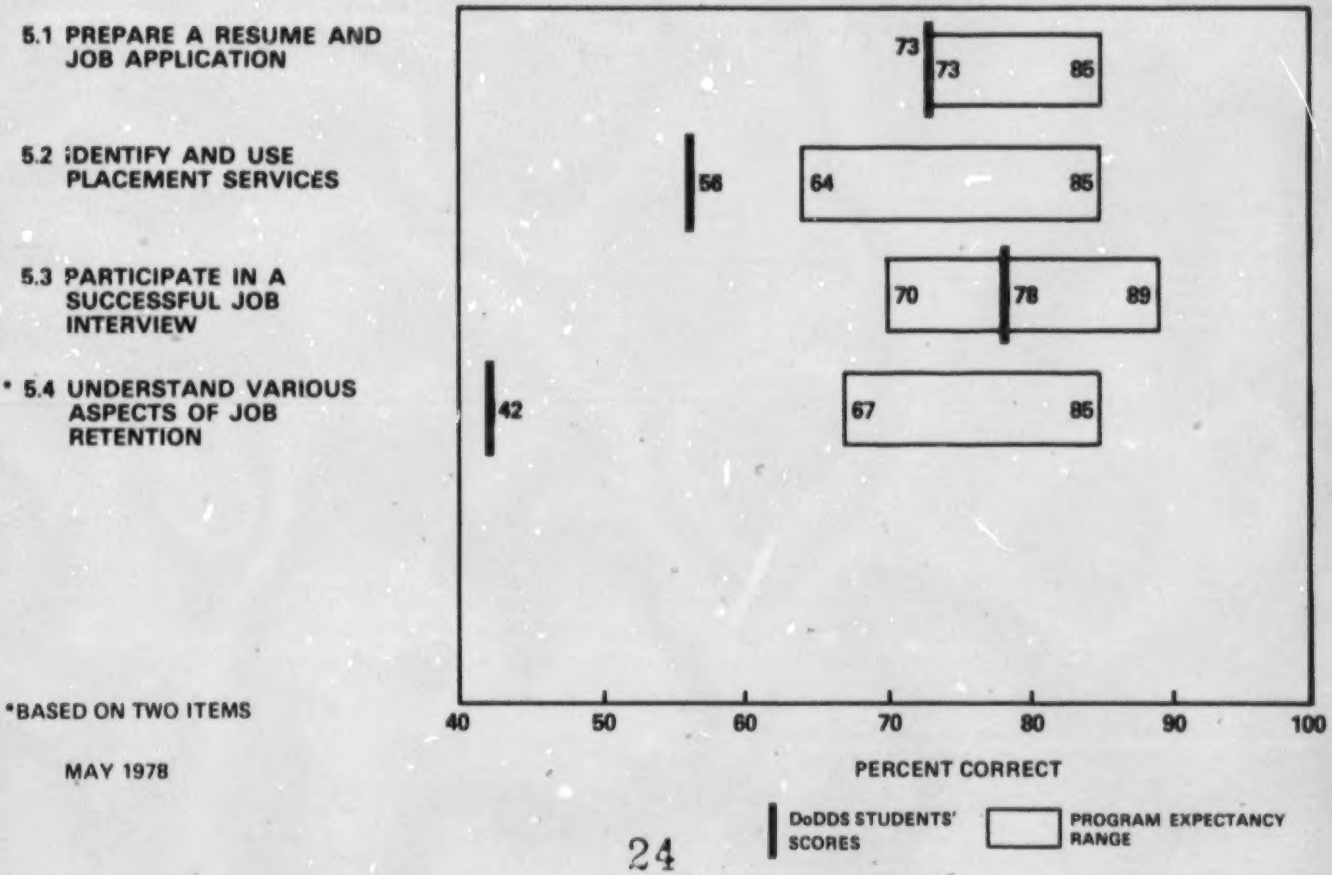
FIGURE 13

13-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

CAREER PLANS: INSTRUCTIONAL OBJECTIVES



*BASED ON TWO ITEMS

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FIGURE 14

13-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

ATTITUDES: INSTRUCTIONAL OBJECTIVES

6.1 RECOGNIZE THE BASES OF VARIOUS ATTITUDES TOWARD WORK

6.2 HOLD COMPETENCE AND EXCELLENCE IN HIGH REGARD

6.3 SEEK PERSONAL FULFILLMENT THROUGH OWN ACHIEVEMENT

6.4 VALUE CONSERVATION OF HUMAN AND NATURAL RESOURCES IN ACCOMPLISHING WORK

6.5 VALUE WORK IN TERMS OF SOCIETAL AND INTERCULTURAL GOALS

* 6.6 DEMONSTRATE COMMITMENT TO FAIR AND EQUAL TREATMENT OF WOMEN AND MINORITIES

*BASED ON TWO ITEMS

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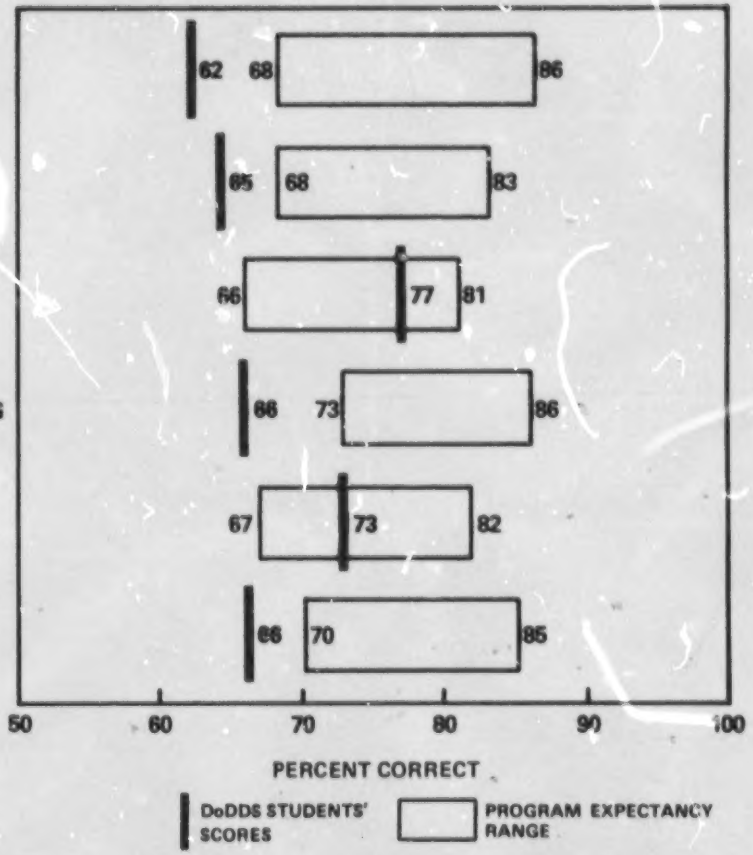


Figure 15

ITEM COMPARISONS FOR DoDDS SCORES WITH NAEP AND LOUISIANA

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
13-YEAR-OLDS CAREER EDUCATION ASSESSMENT, MAY 1978				
1.1 USE BASIC NUMERICAL SKILLS				
1.1 Parking lot	13-1, 2	64.0		23.1
1.1 Finance charges	13-1, 5	24.0		19.4
1.1 Check cashing	13-2, 6	68.0		61.9
1.1 Length of office	13-2, 8	83.0		55.4
1.1 Shop area	13-2, 9	44.0		19.1
1.1 Measuring cup	13-2, 10	75.0	76.4	
1.1 Rest. sign	13-3, 45	26.0	UD	
1.1 Fractions	13-4, 19	55.0	57.1	
1.1 Size table for socks	13-4, 21	81.0	66.6	
1.1 2-26 math question	13-4, 23	34.0	UD	
1.2 USE BASIC COMMUNICATION SKILLS				
1.2 Job ads	13-1, 6	92.0	96.3*	
1.2 Job ads	13-1, 7	94.0	96.2*	
1.2 Job ads	13-1, 8	96.0	95.1*	
1.2 Job ads	13-1, 9	91.0	93.9*	
1.2 School crossing	13-2, 11	93.0		57.5
1.2 Best way call	13-2, 12	81.0	91.9*	
1.2 Best way call	13-2, 13	79.0	90.0*	
1.2 Business call-best way	13-3, 37	98.0	89.9*	
1.2 Business call-best way	13-3, 38	95.0	98.0*	
1.2 T.V. schedule	13-3, 39	92.0		73.4
1.2 T.V. schedule	13-3, 40	48.0		42.7
1.2 Business call	13-4, 25	76.0	87.1*	
1.3 USE BASIC MOTOR SKILLS				
1.3 Adjusting temperature	13-1, 12	94.0		94.6
1.3 Setting temperature	13-2, 14	81.0		91.7
1.4 INFORMATION PROCESSING				
1.4 Petroleum industry	13-4, 30	59.0		46.3
1.5 INTERPERSONAL SKILLS				
1.5 Dented bike	13-2, 17	83.0		87.5
1.5 Susan works as writer	13-3, 34	39.0	UD	
1.5 Disagree w/teacher	13-4, 31	84.0		55.6
1.5 Sick babysitter	13-4, 32	94.0		92.9

UD = Unreliable data * = 17-year-old P value

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
2.1 ASSUME RESPONSIBILITY FOR OWN BEHAVIOR				
2.1 Are you responsible?	13-4, 14	84.0	71.7	60.8
2.5 MAINTAIN GOOD HEALTH AND GROOMING				
2.5 Balanced diet	13-1, 19	90.0		80.7
3.2 KNOW CHARACTERISTICS OF DIFFERENT CAREERS				
3.2 Job color vision	13-1, 22	76.0	84.2	
3.2 Most sitting on job	13-1, 23	89.0	95.9	
3.2 Transportation	13-1, 25	81.0		
3.2 Work w/numbers	13-2, 24	80.0	87.3	
3.2 Constr. cluster	13-3, 15	60.0	83.5*	
3.2 Public service	13-3, 16	48.0	84.6*	
3.2 Heavy lifting	13-3, 17	72.0	85.7	
3.2 Earns most money	13-3, 20	71.0	47.5	
3.2 Helping people	13-4, 7	86.0	76.8	
3.3 KNOW ENTRY-LEVEL REQUIREMENTS FOR SELECTED CAREERS				
3.3 Go to school longest	13-1, 27	19.0		34.0
3.3 Go to school longest	13-4, 9	63.0		55.3
3.5 USE INFORMATION SOURCES				
3.5 Information about jobs	13-1, 32	89.0		
5.1 UNDERSTAND A JOB APPLICATION FORM				
5.1 Job application form	13-3, 7	61.0	66.7*	
5.1 Job application form	13-4, 37	82.0	84.1*	
6.6 DEMONSTRATE FAIR AND EQUAL TREATMENT TO WOMEN AND MINORITIES				
6.6 Art Benson	13-3, 1	66.0		67.0*

* = 17-year-old P value — 13-year-old data not available

C. The 17-year-old career education test assessed the areas of basic skills, work habits, career decisions, career plans and attitudes.[2] DoDDS students performed within the expectancy ranges in career decisions, career plans, and attitudes. The students scored below in the areas of basic skills and work habits. Figures 16-21 present the program expectancy ranges and the DoDDS actual students scores.

1. Basic Skills

   DoDDS students performed within the expectancy ranges in using communication and interpersonal skills, and scored below the expectancy range in using basic numerical skills. (See Figure 17.)

2. Work Habits

   DoDDS students performed within the expectancy range for assuming responsibilities for own behavior, and scored below the range for maintaining good health and grooming (See Figure 18.)

3. Career Decisions

   DoDDS students performed within the expectancy ranges in knowing the characteristics of different careers and factors affecting their change, relating personal characteristics to occupational requirements, and planning or selecting educational or training programs for career development to achieve identified or changed goals.

   The students scored below the expectancy ranges in knowing entry-level and other requirements for careers of interest, using information sources for solving career decisionmaking problems. (See Figure 19.)

5. Career Plans

   DoDDS students performed within the expectancy ranges in preparing a resume and job application, participating in a successful job interview, and identifying various aspects of job retention. The students scored below the expectancy range on identifying and using placement services. (See Figure 20.)

6. Attitudes

   DoDDS students performed within the expectancy ranges in holding competence and excellence in high regard, and seeking personal fulfillment through own achievement. The students scored below the expectancy range on demonstrating commitment to fair and equal treatment of women and minorities. (See Figure 21.)

[2/] The test did not include items for Objective Number 4, Career Skills.

FIGURE 16

17-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

PROGRAM OBJECTIVES

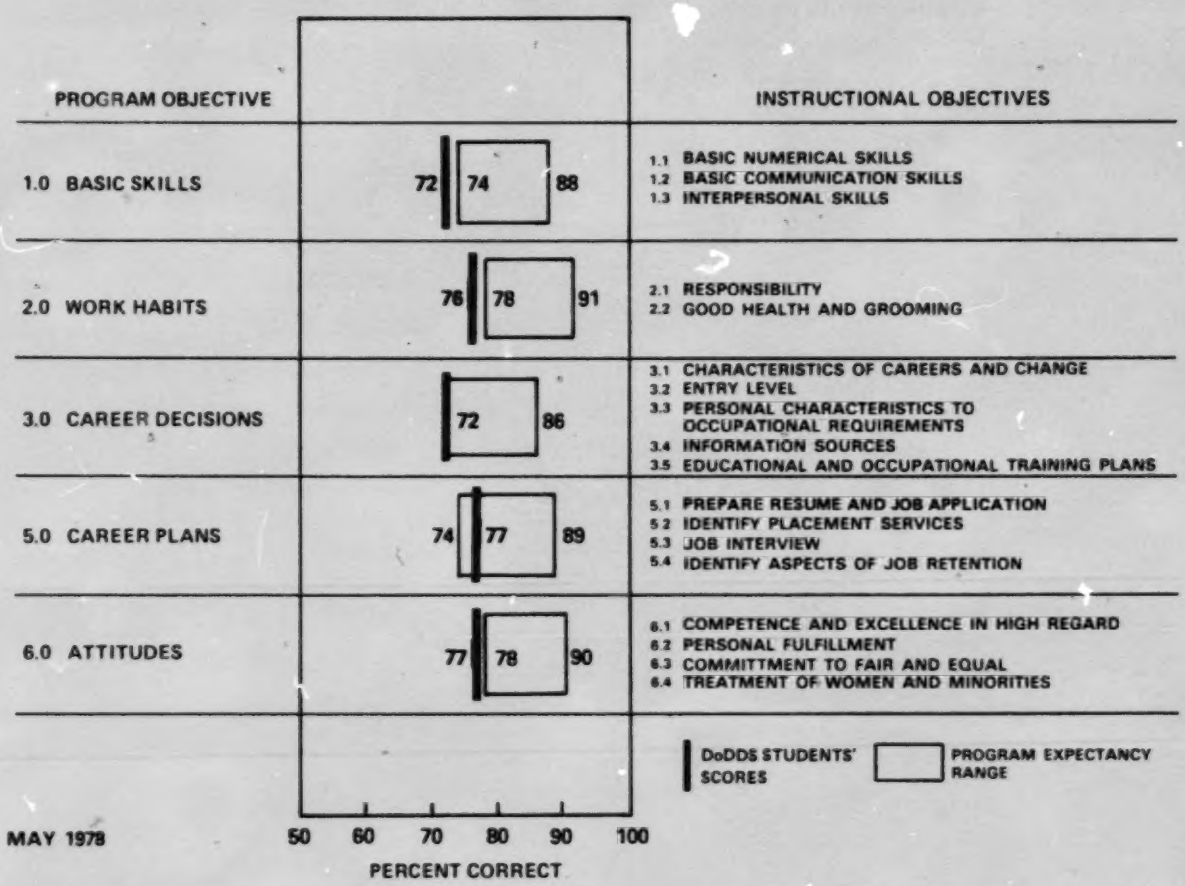
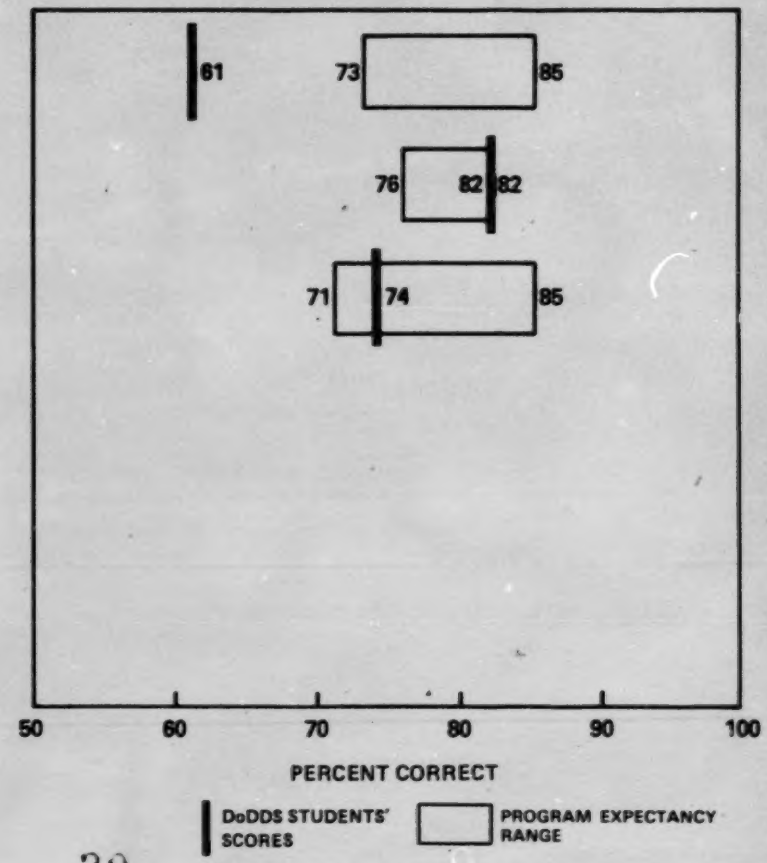


FIGURE 17

17-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

BASIC SKILLS: INSTRUCTIONAL OBJECTIVES



MAY 1978

FIGURE 18

17-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

WORK HABITS: INSTRUCTIONAL OBJECTIVES

2.1 ASSUME RESPONSIBILITY FOR OWN BEHAVIOR

2.5 MAINTAIN GOOD HEALTH AND GROOMING

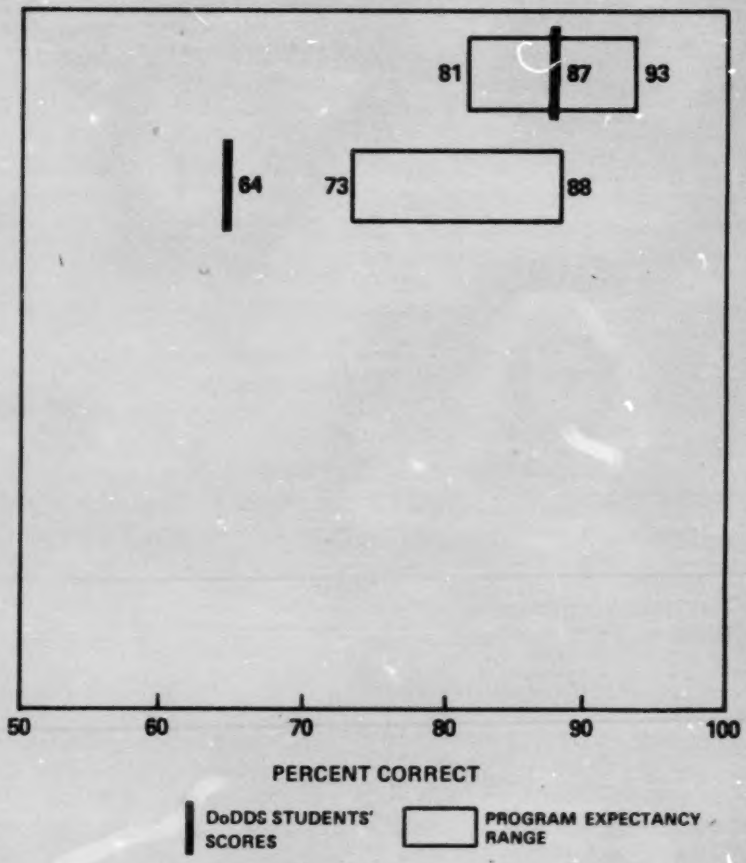


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FIGURE 19

17-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

CAREER DECISIONS: INSTRUCTIONAL OBJECTIVES

3.2 KNOW CHARACTERISTICS OF DIFFERENT CAREERS AND FACTORS AFFECTING THEIR CHANGE

3.3 KNOW ENTRY LEVEL AND OTHER REQUIREMENTS FOR SELECTED CAREERS OF INTEREST

3.4 RELATE PERSONAL CHARACTERISTICS TO OCCUPATIONAL REQUIREMENTS

3.5 USE INFORMATION SOURCES FOR SOLVING CAREER DECISIONMAKING PROBLEMS

3.6 PLAN OR SELECT EDUCATIONAL OR TRAINING PROGRAMS FOR CAREER DEVELOPMENT TO ACHIEVE IDENTIFIED OR CHANGED GOALS

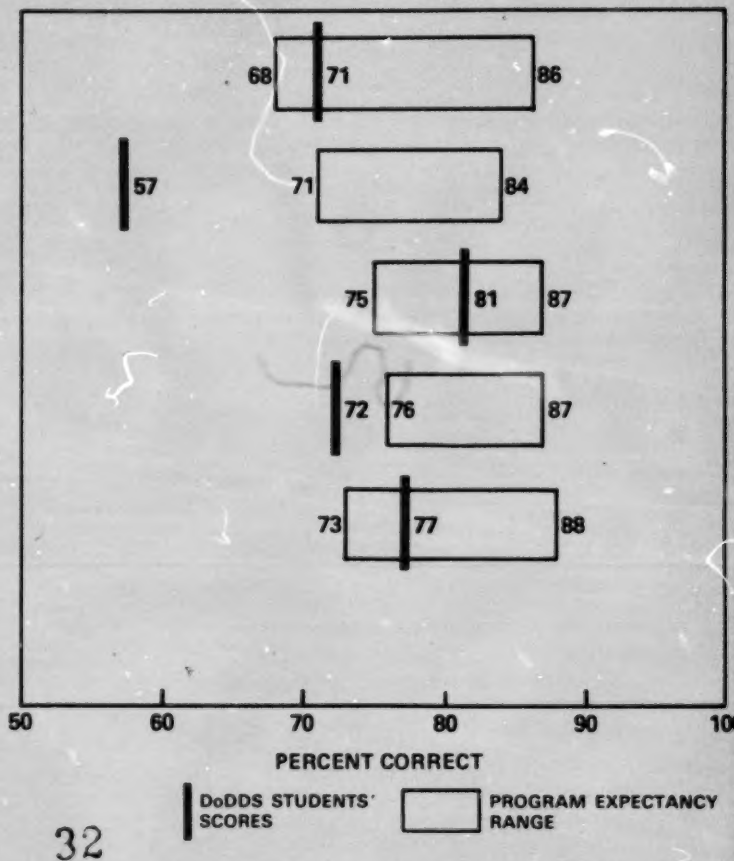

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FIGURE 20

17-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

CAREER PLANS: INSTRUCTIONAL OBJECTIVES

5.1 PREPARE A RESUME AND JOB APPLICATION

5.2 IDENTIFY AND USE PLACEMENT SERVICES

*5.3 PARTICIPATE IN A SUCCESSFUL JOB INTERVIEW

5.4 IDENTIFY VARIOUS ASPECTS OF JOB RETENTION

*BASED ON TWO ITEMS

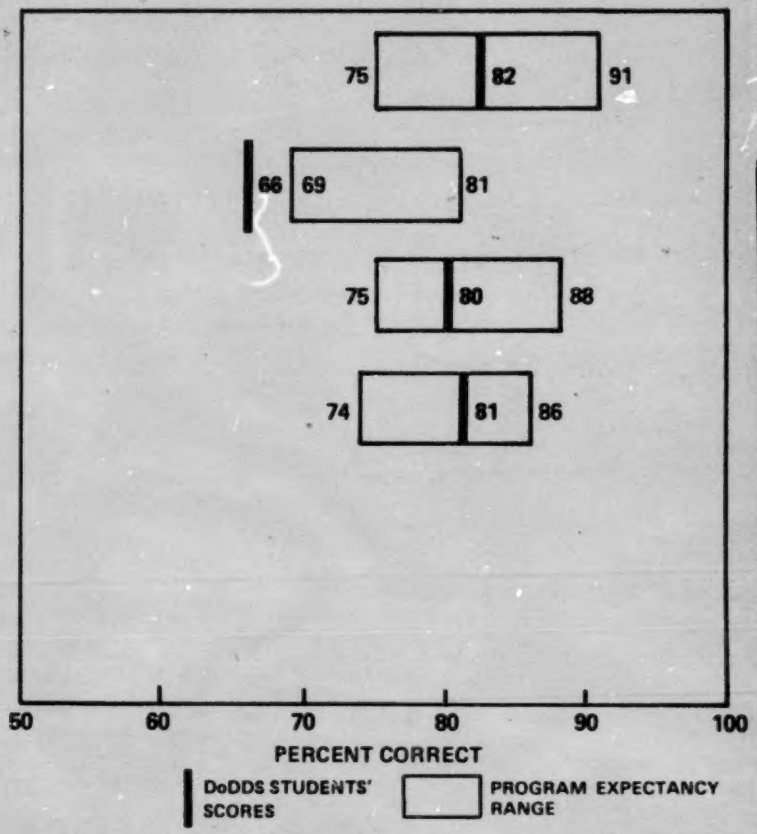

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FIGURE 21

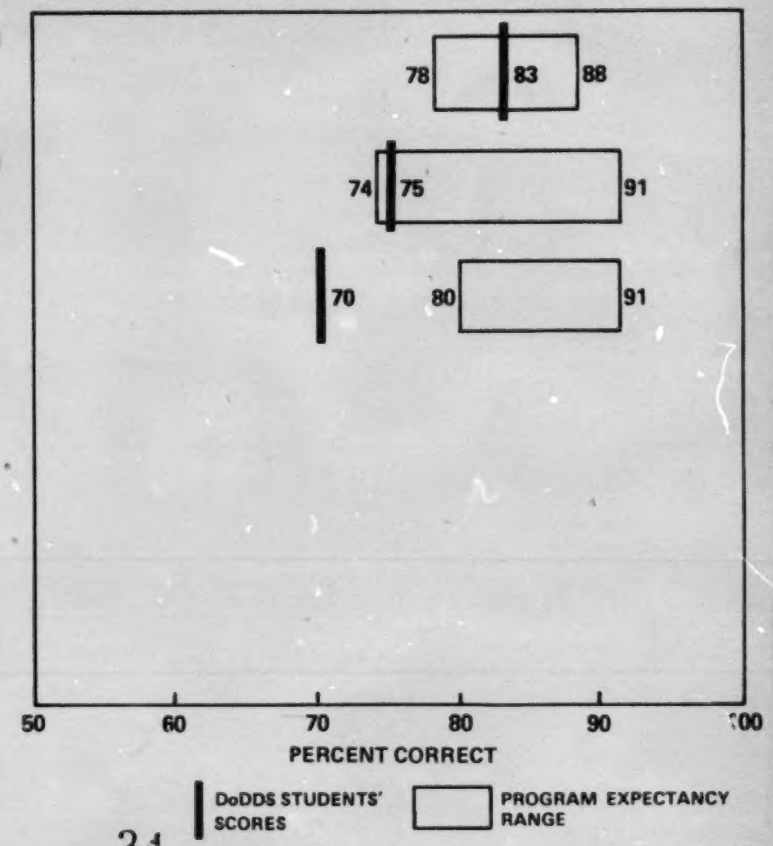
17-YEAR-OLD CAREER EDUCATION ASSESSMENT DoDDS-WIDE

ATTITUDES: INSTRUCTIONAL OBJECTIVES

6.2 HOLD COMPETENCE AND EXCELLENCE IN HIGH REGARD

6.3 SEEK PERSONAL FULFILLMENT THROUGH OWN ACHIEVEMENT

6.6 DEMONSTRATE COMMITMENT TO FAIR AND EQUAL TREATMENT OF WOMEN AND MINORITIES



MAY 1978

Figure 22
ITEM COMPARISONS FOR DoDDS SCORES WITH NAEP AND LOUISIANA

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
17-YEAR-OLD CAREER EDUCATION ASSESSMENT RESULTS 1978				
1.0 BASIC SKILLS — NUMERICAL				
1.1 Savings Bond	17-1, 1	63.1		47.0
1.1 Feet long of office	17-1, 2	82.1		75.7
1.1 Sq. ft. of floor space	17-1, 3	61.9		47.0
1.1 Fractions	17-2, 1	75.0	76.6	
1.1 Read map	17-2, 2	57.1	53.8	
1.1 Menu	17-3, 2	65.5		52.1
1.1 Sock size table	17-3, 3	91.7	87.2	
1.1 Dispatcher wages	17-3, 4	76.2	UD	
1.1 Cereal box	17-4, 1	83.3		81.1
1.1 Measuring length	17-4, 2	79.8		65.2
1.1 Installment plan/fin. charge	17-4, 3	38.1		42.5
1.2 BASIC SKILLS — COMMUNICATION				
1.2 Pill bottle label	17-1, 5	92.9		86.4
1.2 Pill bottle label	17-1, 6	52.4		56.3
1.2 Pill bottle label	17-1, 7	95.2		87.1
1.2 Alma answering phone	17-1, 8	96.4	98.0	
1.2 Giving information	17-2, 3	73.8	87.1	
1.2 Read ad-travel	17-2, 4	97.6	95.1	
1.2 Read ad-experience	17-2, 5	97.6	96.3	
1.2 Read ad-how to apply	17-2, 6	83.3	93.6	
1.2 Payment schedule	17-2, 7	75.0		69.6
1.2 Earning statement pay deduction	17-3, 5	83.3		56.8
1.2 Earning statement income tax	17-3, 6	78.6		67.5
1.2 Earning statement social security	17-3, 7	38.1		26.6
1.2 Call/on hold	17-3, 8	92.9	90.0	
1.2 Brand X & Y	17-4, 4	86.9		78.5
1.2 Brand X & Y	17-4, 5	75.0		66.2
1.2 Telephone skills	17-4, 6	78.6	85.5	
1.2 Telephone skills	17-4, 7	73.8	89.9	
1.2 Telephone skills	17-4, 8	96.4	95.6	

UD = unreliable data

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
17-YEAR-OLD CAREER EDUCATION ASSESSMENT RESULTS 1978				
1.5 BASIC SKILLS — INTERPERSONAL				
1.5 Best response (school play)	17-4, 9	81.0		
1.5 Best thing to do part-time job	17-4, 10	69.0	UD	
1.5 Best thing to do working on new committee	17-4, 11	84.5	UD	
1.5 Best thing to do student group	17-4, 9	86.9	UD	
1.5 Best thing to do — do not agree	17-1, 10	92.9	UD	
1.5 Most helpful to the person	17-1, 11	45.2	37.0	
1.5 Most helpful to person (Tom)	17-2, 8	85.7	UD	
1.5 Most constructive action (Susan)	17-2, 9	63.1	UD	
1.5 Most helpful — meeting	17-3, 9	57.1	49.2	
1.5 What should Neal do?	17-3, 10	70.2	64.8	
2.1 RESPONSIBILITY FOR OWN BEHAVIOR				
2.1 Job — criticism	17-1, 12	92.9	93.3	
2.1 Empl. expectations	17-1, 13	92.9	89.8	
2.1 Flat tire-late for interview	17-2, 10	4.0	UD	
2.1 Responsibility on assembly line	17-2, 10	90.5		74.6
2.1 Empl. permission	17-2, 11	95.2	88.1	
2.1 Workmen's compensation	17-2, 12	91.7	93.3	
2.1 Right thing: Joe & Pete	17-3, 11	92.9		85.5
2.1 Oversleep	17-3, 12	86.9	91.3	
2.1 Sick leave	17-3, 13	92.9	92.6	
2.1 How should Phil change?	17-4, 12	86.9		80.4
2.1 Vacation time	17-4, 13	38.1	1.8	

UD = unreliable data

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
2.5 MAINTAIN GOOD HEALTH AND GROOMING				
2.5 Palmer Family Drugstore	17-1, 15	38.1	68.3	
2.5 Meg is overweight	17-1, 16	88.1	UD	
2.5 Palmer Farm-a neighborhood/ friend	17-2, 13	70.2	84.8	
2.5 Meg is overweight/eat wafers	17-2, 14	83.3	UD	
2.5 Meg is overweight/qualified help	17-2, 15	96.4	UD	
2.5 Palmer Farm-public health	17-3, 14	76.2	96.0	
2.5 Meg is overweight — exercise machine	17-3, 15	78.6	UD	
2.5 Meg is overweight — weight watchers	17-3, 16	83.3	UD	
2.5 Palmer Farm-welfare dept.	17-4, 14	54.8	91.7	
2.5 Meg is overweight-replace calorie	17-4, 15	63.1	UD	
3.2 KNOW CHARACTERISTICS OF DIFFERENT CAREERS				
3.2 Public service job	17-1, 17	70.2		84.6
3.2 Skills of pilot	17-1, 19	86.9		83.5
3.2 Work fast-fingers	17-1, 20	94.0	61.3	
3.2 Color vision	17-2, 16	84.5	86.9	
3.2 Counseling	17-2, 17	70.2		51.4
3.2 Health cluster	17-2, 18	83.3		63.1
3.2 Most money	17-2, 19	31.0	45.1	
3.2 Most money	17-3, 17	67.9	63.1	
3.2 Most money	17-3, 18	47.6	69.6	
3.2 Transportation	17-3, 20	91.7		86.5
3.2 Working w/people	17-4, 16	90.5		87.6
3.2 Working w/ideas	17-4, 18	86.9		88.8
3.2 Construction	17-4, 20	81.0		83.5

UD = unreliable data

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
3.3 KNOW ENTRY LEVEL AND OTHER REQUIREMENTS FOR CAREERS OF INTEREST				
3.3 Longest period of training	17-1, 21	79.8	68.1	
3.3 Longest period of training	17-1, 22	22.6	61.2	
3.3 Meter reader	17-1, 23	42.9	52.7	
3.3 Surgeon	17-1, 24	91.7	96.3	
3.3 Longest period of training	17-2, 20	31.0	37.3	
3.3 Minimal amount carpenter	17-2, 21	66.7	73.6	
3.3 Minimal amount plumber	17-2, 22	70.2	69.6	
3.3 Minimal time-secretary	17-3, 21	45.2	57.4	
3.3 Minimal time-bank teller	17-3, 22	31.0	54.4	
3.3 Longest training-plumber	17-3, 23	48.8	28.6	
3.3 Minimal time-teacher	17-4, 21	85.7	95.9	
3.3 Minimal time-stock clerk	17-4, 22	27.4	27.9	
3.3 Longest training-civil engineer	17-4, 23	54.8	69.4	
3.4 RELATE PERSONAL CHARACTERISTIC TO OCCUPATIONAL REQUESTS				
3.4 People/things	17-1, 28	92.9		94.3
3.4 Statement-true about deciding on cover	17-2, 24	90.5	90.2	
3.4 Most helpful/career choice	17-2, 23	95.2	91.5	
3.4 Best desc. Judy's problem	17-4, 27	84.5		82.3
3.6 PLAN OR SELECT EDUCATION OR TRAINING PROPOSAL FOR CAREER				
3.6 Most helpful program after high school	17-1, 32	77.4		85.1
3.6 Most helpful program, construction	17-3, 31	77.4		83.5

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
5.1 PREPARE A RESUME AND APPLICATION				
5.1 Job application	17-1, 35	88.1	84.1	
5.1 Job application	17-1, 36	77.4	66.7	
5.1 Job application	17-1, 37	96.4	98.4	
5.1 Job application	17-1, 38	89.3	77.5	
5.1 Job application	17-1, 39	86.9	80.6	
5.1 Job application	17-1, 40	26.2	32.7	
5.1 Job application	17-1, 41	73.8	75.7	
5.1 Application	17-1, 34	67.9		88.0
5.1 Job application	17-2, 32	81.0	70.7	
5.1 Job application	17-2, 33	85.7	74.0	
5.1 Job application	17-2, 34	71.4	UD	
5.1 Job application	17-2, 35	86.9	82.1	
5.1 Job application	17-2, 36	95.2	90.6	
5.1 IBM	17-2, 37	83.3		59.4
5.1 IBM	17-2, 38	89.3		88.3
5.1 IBM	17-2, 39	82.1		80.6
5.1 Job application	17-3, 34	95.2	92.3	
5.1 Job application	17-3, 35	67.9	94.6	
5.1 Job application	17-3, 36	95.2	91.6	
5.1 Job application	17-3, 37	92.9	78.1	
5.1 Job application	17-3, 38	92.9	94.9	
5.1 Job application	17-4, 33	83.3	57.8	
5.1 Job application	17-4, 34	94.0	87.9	
5.1 Job application	17-4, 35	90.5	88.4	
5.1 Job application	17-4, 36	66.7	66.1	
5.1 Job application	17-4, 37	92.9	89.2	
5.1 References	17-4, 38	81.0	72.8	
5.1 References	17-4, 39	65.5	66.9	
5.1 References	17-4, 40	92.9	94.3	
5.4 UNDERSTAND VARIOUS ASPECTS OF JOB RETENTION				
5.4 Accept criticism	17-1, 44	86.9	93.3	
5.4 Permission to leave work	17-2, 42	90.5	92.6	
5.4 Employer's expectations	17-3, 42	83.3	89.8	
5.4 Employer's permission - doctor	17-4, 42	89.3	88.1	

UD = unreliable data

Objective and Item	DoDDS Test	DoDDS "P"	NAEP "P"	LA "P"
6.6 DEMONSTRATE COMMITMENT TO FAIR AND EQUAL TREATMENT OF WOMEN AND MINORITIES				
6.6 Beth-auto mechanic	17-1, 48	36.9	51.7	
6.6 Constitutional rights/violaed	17-1, 50	71.4	UD	
6.6 Federal guidelines	17-1, 51	73.8		64.9
6.6 Constitutional rights/violated	17-1, 52	88.1	UD	
6.6 Auto mechanic/Const. rights	17-2, 46	57.1	68.1	
6.6 Constitutional rights/violated	17-2, 47	90.5	83.1	
6.6 Constitutional rights/violated	17-2, 48	4.8	UD	
6.6 Constitutional rights/violated	17-2, 49	58.3	UD	
6.6 Auto mechanic/Const. rights	17-3, 48	65.5	82.2	
6.6 Constitutional rights/violated	17-4, 50	79.8	UD	
6.6 Constitutional rights/violated	17-4, 51	26.2	74.0	

UD = unreliable data

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Conclusions made on the test results are made cautiously, as they are based on program expectancy ranges established subjectively by different groups of educators for each age level. More valid conclusions will be available when another year's assessment results can be compared to this first year's baseline assessment.

Performance of the 9-year-old students was farthest below the expectancy ranges. For the six program objectives, the 9-year-old scores were an average of eleven points below the minimum expectancy, the 13-year-old scores were an average of four points below, and the 17-year-old scores were an average of only two points below.

Recommendations

1. It is recommended that special emphasis be given to the career education objectives at the elementary and middle school levels.
2. It is recommended that in-service training be provided academic teachers to infuse career education.
3. It is recommended that DoDDS increase general awareness and understanding that basic skills are career education skills.
4. It is recommended that all teachers in DoDDS effectively infuse career education into their subject matter. DS Manual 2800.1 provides guidelines and suggested activities.
5. It is recommended that DoDDS provide a focus on the elimination of sex sterotying by increasing knowledge about job characteristics.
6. It is recommended that DoDDS re-examine expectancy ranges established in 1978 to ascertain if, in fact, teachers view them as realistic.

CAREER EDUCATION SURVEY QUESTIONS
17-YEAR-OLDS

The career education survey for 17-year-olds assessed the following objectives:

- Participating in work experience programs,
- Associating own abilities, limitations, interests and values with successful career decisions,
- Planning or selecting an educational or training program to achieve identified or changed goals, and
- Seeking personal fulfillment through own achievement.

SUMMARY OF RESULTS

1. Questions concerning work experience

   Fifteen questions solicited responses concerning the benefits of the work experience program.

   - 96.4 percent of the students indicated the work experience program was important in gaining knowledge about careers.
   - 98.8 percent of the students indicated benefits of applying skills learned through work experience.
   - 100 percent of the students indicated that they can apply knowledge learned through the work experience program.
   - 66.7 percent of the students indicated it was important to get away from the classroom setting relative to the work experience program.
   - 95.2 percent of the students indicated that experiencing different careers was a benefit of the work experience program.
   - 78.6 percent indicated that the work experience program helps students discover the relevancy of classwork to real work situations.
   - 92.9 percent listed acquiring job experience for future part-time employment as an important benefit of the work study program.
   - 95.3 percent listed job experience for future permanent employment as an important benefit of the work experience program.
   - 69 percent indicated working with adults as an important benefit of the work experience program.
   - 94 percent listed discovering personal attitudes toward work as an important benefit of the work experience program.
   - 90.5 percent listed improving interpersonal skills as an important benefit of the work experience program.

— 89 percent indicated that learning about different working conditions was an important benefit of the work experience program.

— 89.2 percent of the students indicated that they participated in at least one semester of a school work experience program.

— 86.9 percent of the students surveyed indicated that they had a job that was not school sponsored (for example, a summer job).

— 27 percent of the students that had not participated in a work experience program indicated that they planned to participate.

2. Questions concerning associating one's own abilities, limitations, interests, and values with successful career decisions

   a. Sixteen questions solicited responses associating the students' interests, values, abilities, and limitations with career decisions. The responses of DoDDS students can be compared with those of National Assessment on pages 45-49.

      — 95.2 percent of the students agreed that in order to choose a job, one needed to know his or her strengths and limitations.

      — 82.2 percent of the students agreed that they could develop the skills needed for the jobs that interested them.

      — 63.1 percent of the students agreed that they could do any job if they work hard enough.

      — 92.9 percent of the students agreed that they know several jobs that they have the ability to do.

      — 90.5 percent of the students disagreed that there was probably only one occupation that was best for them with their abilities and limitations.

      — 91.7 percent of the students disagreed with the statement that their abilities and limitations will probably be the same in 10 years as they are now.

   b. The following eight questions provided answer choices of "very helpful," "helpful," "not helpful," and "no opinion."

      — 81.0 percent of the students indicated that it was helpful taking tests to increase their understanding about their own abilities and/or interests.

      — 83.3 percent of the students indicated that it was helpful reviewing their schoolwork and outside activities to determine what they do well.

      — 96.5 percent of the students indicated that it would be helpful taking a course especially designed to help them explore their interests.

      — 96.4 percent of the students surveyed indicated that being a volunteer or working in a job was helpful to them in exploring their interests.

      — 71.4 percent of the students responded that it was helpful talking with a counselor about their abilities and/or interests.

      — 81 percent of the students responded that it was helpful talking with someone in their family about their abilities and/or interests.

      — 77.3 percent of the students responded it was helpful talking with someone outside their family or school about their abilities and/or interests.

      — 76.2 percent of the students indicated it was helpful talking with one or more teachers about their abilities and/or limitations.

c. Seven questions related to career planning by asking the students to relate their present career planning status with those of four 17-year-old students.

— 81 percent agreed with the student who was doing serious career planning.

— 77.4 percent agreed with the student who was anxious about the future and not doing career planning.

— 41.7 percent of the students indicated that they have begun to ask themselves serious questions about what they want out of life and have spent time reviewing occupational information and test scores to narrow options.

— 29.8 percent of the students responded that they were anxious about the future in a vague way, but have not really taken as good a look at the decisions that face them. They worry sometimes, but have not given the future a careful examination.

— 19 percent of the students indicated that they have made up their minds as to what to become, and are positive that it is the right choice.

— 7.1 percent of the students indicated they don't know where they are in career planning.

— 51.2 percent of the students surveyed indicated that they have a well-defined plan for selecting a career.

— 35.7 percent indicated they did not have a well-defined plan.

— 13.1 percent selected the response "I don't know."

— 78.6 percent of the students indicated that they have decided on the type of career they would like.

— 70.2 percent of the students responded that they have determined how they will meet the financial costs of preparing for a career.

— 71.4 percent of the students responded that during the past year they have learned how much study and experience is necessary to prepare for the career which interests them.

3. Questions concerning personal fulfillment through achievement

Six questions were aimed at personal fulfillment through achievement with the choices of responses "agree," "disagree," and "I don't know."

— 85.7 percent of the students surveyed agreed with the statement "Working is a necessary part of life."

— 97.6 percent of the students agreed with the statement that "Work provides an opportunity for people to develop their abilities."

— 54.8 percent of the students agreed with the statement that "Most people are looking for work which requires little effort and lots of pay." (2.5 percent disagreed and 20.2 percent indicated that they did not know.)

— 53.6 percent of the students surveyed disagreed with the statement "Most people who work really enjoy their jobs." (16.7 percent agreed and 29.8 percent responded that they did not know.)

— 89.3 percent of the students agreed with the statement "Being happy in your job is the most important part of work."

— 94 percent of the students disagreed with the statement that "Work is not interesting."

IMPLICATIONS AND RECOMMENDATIONS FOR DoDDS

Work Experience Benefits

The majority of the students surveyed indicated that applying skills and knowledge learned in the classrooms, exploring careers, discovering how classwork relates to real work situations, working side by side with adults, improving interpersonal skills, learning about work situations, and gaining job experience were important benefits gained by participation in work experience programs. Properly administered, work experience programs in DoDDS could provide boundless learning experiences. DoD Instruction 1342.11 defines the work experience program as a part of the school instructional program.

Properly administered work experience programs should include:

(1) specific individualized programs,
(2) competencies defined,
(3) related school instruction, and
(4) adequate program monitoring by the work experience coordinator.

The final report of the state level study in career education **Bridging the Gap: A Study of Education-to-Work Linkages** conducted by the College Entrance Examination Board in 1975, listed several proposals strongly encouraging schools to expand and sustain work experience programs.

"Proposal 1: Opportunities for unpaid work experience should be provided for all students at both the secondary and postsecondary levels."

"Proposal 2: Secondary and postsecondary graduation requirements should reflect the importance of work experience for all students."

"Proposal 3: Follow-up studies of secondary and postsecondary school graduates and dropouts who did not immediately continue their education should be conducted annually to discover the extent and nature of misalignment between education exit requirements and work entry requirements."

In view of the aforementioned, DoDDS should make every effort to make work experience programs available for all students, recognizing, however, that there are a number of locations that offer minimal training stations. The military departments have been most cooperative in offering their facilities and personnel to the DoDDS work experience program. DoDDS should seriously consider requiring all students, prior to graduation, to participate in at least one semester of work experience if the location can provide adequate training stations. The work experience program is a boundless resource available for DoDDS students.

Associating one's own abilities, limitations, interests, and values with successful career decisions

The majority of the students surveyed indicated that taking interest and ability tests was helpful, and taking a course specifically designed to help them explore their interests would be helpful.

DoDDS should take a critical look at the interest and aptitude tests available for our students. We should have a systemwide battery available in each counselor's office, and a career profile should be developed for all secondary students.

DoDDS has recently purchased the **Appalachian Educational Laboratory's Career Decision Making Program** for most of our secondary schools. The program can be offered as a course, or can be a part of the counselors individualized approach to career counseling. The counselors should recognize that they are the key personnel in the school directing career education activities.

The vast majority of the students surveyed indicated that talking with counselors, teachers, family members and people outside the family about their abilities and/or interests was helpful. This implies that the occupational information component of career education should be clearly understood by the DoDDS communities overseas. Workshops, seminars, and public information releases should be made available for our overseas communities in order to provide accurate information to our public's impacting on our students' career decisionmaking process. Familiarization with the **Occupational Outlook Handbook** (most recent edition), and the revised edition of the **Dictionary of Occupational Titles** (1978) provides accurate job market information based on supply and demand. These publications assist the student to understand his/her competencies, and be able to find occupations, possibly quite unrelated to each other, that require similar competencies.

Planning or selecting an educational program
to achieve identified or changed goals

Of the 17-year-old students surveyed, 78.6 percent indicated that they decided on a career, but only 51 percent of the students surveyed indicated that they have a well-defined plan for selecting the career they want to pursue. The major implication is for DoDDS to provide career counseling to our students in the freshman and sophomore years, and an organized program for new students rotating into the system in the junior and senior years. The work experience program can enhance career exploration and career decisionmaking. Interest and aptitude tests can assist students in career choices as well as the Scholastic Achievement Test, and other standardized tests.

Seeking personal fulfillment through
own achievement

The students overwhelmingly indicated that working is a necessary part of life and provides opportunities to develop abilities. The implications reflect the family values toward work in the military and DoD civilian community. This perception can be enhanced by utilizing resource speakers from the military community in the classrooms demonstrating their expertise. Also, by field trips to the various work sites on the base/post. We cannot overlook the resource people and field trips offered by the host nations.

APPENDIX

DoDDS CAREER EDUCATION SURVEY
QUESTIONS CONCERNING WORK EXPERIENCE

Question

How important are the following benefits of work experience to you?

Gain more knowledge related to a career.

		Responses
A	Least important	1.2
B	Somewhat important	19.0
C	Most important	77.4
D	I don't know	1.2

Apply skills I have acquired.

A	Least important	1.2
B	Somewhat important	36.9
C	Most important	61.9
D	I don't know	

Apply knowledge I have acquired.

A	Least important	
B	Somewhat important	31
C	Most important	69
D	I don't know	

Get away from the classroom setting.

A	Least important	28.6
B	Somewhat important	52.4
C	Most important	14.3
D	I don't know	

Explore different careers.

A	Least important	1.2
B	Somewhat important	60.7
C	Most important	34.5
D	I don't know	3.6

Discover how classwork relates to real work situations.

		Responses
A	Least important	19.0
B	Somewhat important	51.2
C	Most important	27.4
D	I don't know	2.4

Get job experience for future part-time employment.

A	Least important	7.1
B	Somewhat important	50.0
C	Most important	42.9
D	I don't know	

Get job experience for future permanent employment.

A	Least important	2.4
B	Somewhat important	17.9
C	Most important	77.4
D	I don't know	2.3

Work with adults.

A	Least important	25.0
B	Somewhat important	45.2
C	Most important	23.8
D	I don't know	6.0

Discover personal attitudes toward work.

A	Least important	4.8
B	Somewhat important	33.3
C	Most important	60.7
D	I don't know	1.2

Improve interpersonal skills.

A	Least important	6.0
B	Somewhat important	50.0
C	Most important	40.5
D	I don't know	3.6

Learn about different working conditions.

		Responses
A	Least important	8.3
B	Somewhat important	54.8
C	Most important	34.5
D	I don't know	2.4

How many semesters have you participated in a school-sponsored, work experience program during high school (for example: Work Study, Practical Vocational/ Occupational Training)?

A	1	13.1
B	2	20.2
C	3	8.3
D	4 or more	47.6
E	Have not participated	

If you have not participated in a school-sponsored, work experience program, do you plan to participate?

A	Yes	27.4
B	No	35.7
C	I don't know	17.9
D	Program is not available at this school	8.3

Have you had a job which is not school-sponsored (for example: summer hire)?

A	Yes	86.9
B	No	13.1
C	I don't know	

QUESTIONS CONCERNING PERSONAL ABILITIES AND LIMITATIONS, INTERESTS, AND VALUES

How much do you agree or disagree with statements about yourself?

In order to choose a job, I need to know my strengths and limitations.

		DoDDS Responses	NAEP Responses
A	Strongly agree	38.1	52.3
B	Agree	57.1	42.8
C	Disagree	4.8	4.4
D	Strongly disagree		0.5

I know how I can develop the skills needed for the jobs that interest me the most.

A	Strongly agree	29.8	43.3
B	Agree	52.4	49.3
C	Disagree	16.7	6.8
D	Strongly disagree	1.2	0.5

I can do any job if I just work hard enough.

A	Strongly agree	23.8	29.9
B	Agree	39.3	37.1
C	Disagree	34.5	31.0
D	Strongly disagree	2.4	3.9

I know several jobs that I really have the ability to do.

A	Strongly agree	39.3	41.1
B	Agree	53.6	51.0
C	Disagree	7.1	7.0
D	Strongly disagree		0.9

With my abilities and limitations, there is probably only one occupation that is best for me.

A	Strongly agree	3.6	6.8
B	Agree	6.0	11.9
C	Disagree	53.5	49.8
D	Strongly disagree	36.9	31.5

My abilities and limitations will probably be the same in 10 years as they are now.

		DoDDS Responses	NAEP Responses
A	Strongly agree	1.2	3.0
B	Agree	6.0	6.7
C	Disagree	29.8	39.3
D	Strongly disagree	61.9	51.0

Taking tests to increase your understanding about your abilities and/or interests.

A	Very helpful	29.8	30.1
B	Helpful	51.2	52.0
C	Not helpful	13.1	8.5
D	No opinion	6.0	9.3

Reviewing your schoolwork and outside activities determines what you do well.

A	Very helpful	22.6	30.1
B	Helpful	60.7	53.8
C	Not helpful	10.7	7.6
D	No opinion	6.0	8.4

Taking a course specifically designed to help you explore your interests.

A	Very helpful	67.9	55.4
B	Helpful	28.6	27.4
C	Not helpful	2.4	6.7
D	No opinion	1.2	10.5

Being a volunteer or working in a job which helped you explore your interests.

A	Very helpful	60.7	50.7
B	Helpful	35.7	28.1
C	Not helpful	1.2	6.7
D	No opinion	2.4	14.5

Talking with a counselor about your abilities and/or interests.

A	Very helpful	14.3	25.2
B	Helpful	57.1	48.1
C	Not helpful	21.4	13.4
D	No opinion	7.1	13.2

Talking with someone in your family about your abilities and/or interests.

		DoDDS Responses	NAEP Responses
A	Very helpful	17.9	30.7
B	Helpful	63.1	51.6
C	Not helpful	14.3	10.8
D	No opinion	4.8	6.9

Talking with someone outside your family or school about your abilities and/or interests.

A	Very helpful	19.0	26.9
B	Helpful	58.3	52.5
C	Not helpful	13.1	10.8
D	No opinion	9.5	9.7

Talking with one or more teachers about your abilities and/or interests.

A	Very helpful	15.5	22.1
B	Helpful	60.7	48.3
C	Not helpful	15.5	14.7
D	No opinion	8.3	14.9

Here are descriptions of four 17-year-olds' different approaches to career planning. Read the descriptions, then answer the questions.

HENRY has given no thought to his future career, confident that something will come along. He believes that coincidence and luck are the most likely determinants of what he will be.

MARTHA is anxious about the future in a vague way, but has not really taken a good look at the decisions that face her. She worries sometimes, but has not started to give her future careful examination.

BEATRICE has already made up her mind as to what she will become. Investigation of alternatives seems pointless and would only confuse her. She is positive she's made the right choice.

ALEX has begun to ask himself serious questions about what he wants out of life and has spent some time reviewing occupational information and test scores in an attempt to narrow his options.

Which person is about where MOST 17-year-olds SHOULD be in their career planning?

		DoDDS Responses	NAEP Responses
A	Henry	1.2	2.0
B	Martha	6.0	7.0
C	Beatrice	10.7	12.2
D	Alex	81.0	77.0
E	I don't know	1.2	1.8

Which person would you say is about where MOST 17-year-olds actually are in their career planning?

A	Henry	6.0	19.1
B	Martha	71.4	55.6
C	Beatrice	10.7	11.3
D	Alex	7.1	12.6
E	I don't know	4.8	1.4

Which person are you MOST like right now in your career planning?

A	Henry	2.4	7.1
B	Martha	29.8	28.1
C	Beatrice	19.0	21.7
D	Alex	41.7	41.3
E	I don't know	7.1	1.8

QUESTIONS CONCERNING CAREER PLANNING

Would you say that you have a well-defined plan for selecting the career you want to pursue?

		DoDDS Responses	NAEP Responses
A	Yes	51.2	59.6
B	No	35.7	36.4
C	I don't know	13.1	3.9

Have you decided on the type of career you would like?

A	Yes	78.6	72.3
B	No	16.7	25.3
C	I don't know	4.8	2.3

Have you determined how you will meet the financial costs of preparing for a career?

A	Yes	70.2	49.4
B	No	22.6	47.5
C	I don't know	7.1	3.1

During the past year, have you learned how much study and experience is necessary to prepare for the career which interests you?

A	Yes	71.4	69.3
B	No	26.2	26.2
C	I don't know	2.4	4.5

QUESTIONS CONCERNING PERSONAL FULFILLMENT THROUGH ACHIEVEMENT

Indicate whether you agree or disagree with the statements.

		DoDDS Response
Working is a necessary part of life.		
A	Agree	85.7
B	Disagree	10.7
C	I don't know	3.6
Work provides an opportunity for people to develop their abilities.		
A	Agree	97.6
B	Disagree	1.2
C	I don't know	1.2
Most people are looking for work which requires little effort and lots of pay.		
A	Agree	54.8
B	Disagree	25.0
C	I don't know	20.2
Most people who work really enjoy their jobs.		
A	Agree	16.7
B	Disagree	53.6
C	I don't know	29.8
Being happy in your job is the most important part of work.		
A	Agree	89.3
B	Disagree	7.1
C	I don't know	3.6
Work is not interesting.		
A	Agree	1.2
B	Disagree	94.0
C	I don't know	4.8

DS MANUAL 2800.2
REVISED OCTOBER 1978

Approved List of
Career Education Essential Material

APPENDIX

career education

57

DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS SCHOOLS
2461 EISENHOWER AVENUE
ALEXANDRIA, VIRGINIA 22331

EDS-50867

October 5, 1978

MEMORANDUM FOR DoDDS PERSONNEL

SUBJECT: Approved Career Education Essential Material Listing

It is a pleasure to provide you with the attached Department of Defense Dependents Schools (DoDDS) Approved Listing of Essential Career Education Material. Any future appropriated fund procurement of career education essential material for DoDDS must conform to this listing until officially revised.

As you know, essential career education materials provided by publishers for this review process were examined extensively during school year 1976-1977 by formal review committees in each of the DoDDS regions. Those worldwide committees were composed of students, parents, and community representatives as well as professional educators. Detailed data, conforming to established criteria and generated by each of these committees, were reviewed in detail by the Career Education Task Group in their meeting of May 16-27, 1977.

Essential material judged most suitable for achieving the published DoDDS objectives within the DoDDS system have been included in the approved list.

The attached document has been assigned as DS Manual 2800.2.

Anthony Cardinale
Director

DEPARTMENT OF DEFENSE
OFFICE OF DEPENDENTS SCHOOLS
CAREER EDUCATION K-12 APPROVED LISTING OF ESSENTIAL MATERIAL, JUNE 1, 1977

I. PACKAGED PROGRAMS CATEGORY

Publisher and Material	Grade Level	Copyright
American Guidance Service		
Toward Affective Development Dupont, et al.	3-6	1974
American Learning Systems, Inc.		
Learning About Firefighters and Fire Prevention	K-1	1975
Ways People Differ	2-3	
Careers in Dentistry	4-6	
Building a Career Center	7-9	
Careers in Science	10-12	
(There are 130 career educational modules. See page 8 for complete breakout of modules.)		
Changing Times Education Service		
Real People at Work Series	K-6	1976
McGraw Hill Book Company		
Careers in Focus, Winn et al. (14 kits in series)	6-9	1976
McKnight Company		
Career Development for Children Project	K-3	1973
World of Communications—Audio Visual	10-12	1975
World of Communications—Visual	10-12	1974
Prentice Hall Media		
Career Awareness Program (Series of 7 units)	3-8	1974
Southwest Iowa Learning Resources		
Project Discovery (Series of 28 packages plus guidance component)	6-10	1975

II. KITS K-12 CATEGORY

ARGUS Communications		
Got to Be Me, Merrill Harmin	K-6	1976
Associated Educational Materials		
Careers Unlimited	7-12	1974
You're Hired	9-12	1974
The World of Work, Ralph Ressler	K-3	1975
Counselor Films, Inc.		
The Children's Dictionary of Occupations	K-3	1974

The Children's Dictionary of Occupations	K-3	1975
Duplicating Master Activity Book		
Education: Who Needs It?	K-3	1974
Education: Who Needs It?	K-3	1975
Duplicating Master Activity Book		
Career Flashcards	K-3	1975
Library of Career Counseling	7-12	1975
Films (40 Titles)		
Educational Design, Inc.		
Me and Others	7-12	1976
The World of Work Series	7-12	1969-73
1. On the Job		
2. Getting a Job		
3. Job Communications Skills		
Encyclopedia Britannica		
The Most Important Person (series)	K-4	1973
Identity		
Getting Along With Others		
Attitudes		
Creative Expression		
Feelings		
Now You Know About People At Work (series)	K-4	1975
Who Works		
Where People Work		
When People Work		
Why People Work		
Work You Can Do		
Whatcha Gonna Do? (series of 10 films) *see page 7	4-8	1975
On Stage: Wally, Bertha and You	K-4	1972
The Kingdom of Could Be You (16 films in series)**see page 7	K-3	1974
Career Kits for Kids (6 part multi-media series) ***see page 7	1-3	1974
Harcourt Brace Jovanovich		
Careers: A Supplemental Reading Program	4-8	
Level A	4	1975
Level B	5	1975
Level C	6	1975
(remedial for grade level 4-8)		
McGraw Hill		
Career Core Competencies	10-12	1976
McKnight Company		
Introduction to Business and Office Careers	6-8	1975
Introduction to Communications Careers	6-8	1975

Introduction to Construction Careers	6-8	1975
Introduction to Health Careers	6-8	1975
Introduction to Hospitality and Recreation	6-8	1975
Introduction to Manufacturing	6-8	1975
Prentice Hall		
Career Awareness (8 units in series)	3-8	1974
Work and the Family		
What Do You Want To Be		
Random House		
Adventures in the World of Work	4-6	1976
What People Do All Day	1-3	1976
Scholastic		
Beginning Work Concepts	K-3	1975
Discovery	7-10	1975
Explore	4-6	1976
Opportunity	9-12	1976
Scholastic Testing		
Hall Occupational Orientation Inventory		
Intermediate Level	3-7	1976
Young Adult Level	8-12	1976
Science Research Associates		
Expo 10: Exploring Career Interests	5-12	1975
Introducing Career Concepts		
Series I	5-7	1975
Series II	7-9	1975
Silver Burdett		
Career Awareness—Looking at Alternatives, Trying Different Roles	K-2	1975

III. FILMSTRIPS W/WO AUDIO CATEGORY K-12

Publisher and Material	Grade Level	Copyright
Butterick Publishing		
The Butterick Career Resource Center—8 Programs (filmstrips w/cassettes or records)		
Careers in the Fashion Industry	7-12	1973
Careers in Health	7-12	1974
Careers in the Food Industry	7-12	1974
Careers in Housing: The Interior	7-12	1974
Careers in Office Services	7-12	1975
Careers in Child Care and Youth Guidance	7-12	1975
Careers in Consumer Affairs	7-12	1975
Entering the World of Work	7-12	1975
Data Courier, Inc.		
Vocational Guidance Filmstrips (filmstrips w/cassettes)		

Working For a Better Environment: Careers That Count	9-12	1976
Careers in Biology: The Science of Life	9-12	1976
Allied Health Careers	9-12	1975
Construction Trades	9-12	1975
Harcourt Brace Jovanovich		
Career Awareness Field Trips (7 sound filmstrip programs with cassettes or records)	K-4	1975
Off We Go to the Auto Proving Ground		
Making the Most of Your Field Trip		
Off We Go to the Aquarium		
Off We Go to the House Built in a Hurry		
Off We Go to the Orange Grove		
Off We Go to the Poster Printer		
Off We Go to the Bike Factory		
Career Discoveries (6 programs filmstrips/cassettes or records)	5-8	1972
People Who Create Art		
People Who Make Things		
People Who Work in Science		
People Who Influence Others		
People Who Help Others		
People Who Organize Facts		
Making the Most of Your Talents (3 filmstrips, 3 cassettes or records)	7-12	1975
Job Attitudes Series (5 sound filmstrip programs cassettes or records)	9-12	1970
A Job That Goes Someplace		
Trouble At Work		
On the Job: Four Trainees		
Liking Your Job and Your Life		
Why Work At All?		
Career Direction: High School as Tryout— (4 sound filmstrip programs cassettes or records)	7-12	1976
Careers and Lifestyles (8 filmstrips w/cassettes or records)	9-12	1974
Victor Perez: Firefighter		
Kris and Martha Hangen: Part-time Farmers		
Stanley Miller: Surgeon		
Hubie Foster: Neighborhood Center Director		
Jimmy Sandrillo: Independent Carpenter		
Cynthia Gabel: Corporate Executive		
Julie Fenwick: Entrepreneur		
Ted Fargo: Production Worker		
Better Choice; Better Chance: Selecting a High School Program (2 filmstrips w/cassettes or records)	6-9	1975

Career Values: What Really Matters to You?	9-12	1974
Jobs and Gender (2 filmstrips w/cassettes or records)	9-12	1971
Job Hunting: Where to Begin (2 filmstrips w/cassettes or records)	9-12	1972
Your First Week on the Job (2 filmstrips w/cassettes or records)	9-12	1972
Jobs For You: It's Happening in Home Economics (1 filmstrip w/cassette or record)	9-12	1972
Trees for 2001 (1 filmstrip w/cassette or record)	9-12	1973
The People Profession: Careers in Home Economics (1 filmstrip w/cassette or record)	9-12	1974
Women at Work: Choice and Challenge (2 filmstrips w/cassettes or records)	9-12	1974
Career Choice: A Life Long Process (2 filmstrips w/cassettes or records)	9-12	1976
You and Your Job Interview (2 filmstrips w/cassettes or records)	9-12	1976
The College Orientation Series (3 sound filmstrip programs cassette or record) College? It's Up to You Which College for You? What to Expect at College	9-12	1972
Different Ways to Go to College (2 filmstrips w/cassettes or records)	9-12	1971
The Changing Work Ethic (2 filmstrips w/cassettes or records)	9-12	1973
Work/Working/Worker (3 filmstrips w/cassettes or records)	9-12	1976
Relationships and Values (5 sound filmstrip programs w/cassette or record) Who Comes First—You or the Group? Girls and Boys—Rights and Roles Friendship—Caught in the Middle The Family—Rights and Responsibilities Dealing With Authority	7-9	1976
Teaching Relationships and Values (In-service training filmstrips w/cassettes)	Teachers	1976
Discovering Your Personality (3 sound filmstrip programs w/cassette or record)	5-9	1974

Discovering Your Personality Who Are You? Belonging To A Group Exploring Your Feelings		
Adolescent Conflict Series (5 sound filmstrip series w/cassettes or records)	9-12	1974
Adolescent Conflicts: Coping With Competition Coping With Jealousy Dealing With Group Pressure Dealing With Anger Seeking Independence		
Sesame Street Skills For Growing Series (4 sound filmstrip programs w/cassettes or records)	K-2	1976
January Productions		
Alice in Consumerland (5 sound filmstrips w/cassettes)	K-3	1975
Career Kaleidoscope (5 sound filmstrips w/cassettes)	2-5	1974
QED Productions		
Career Awareness: A Primary Introduction to Career Education (5 sound filmstrips w/cassettes)	K-3	

IV. PRINTED MATERIALS K-12 CATEGORY

Benefic Press		
Careers For All (3 books and teachers guide)	4-6	1974
Curriculum Innovations Co.		
Career World Magazine Middle Grades	4-7	monthly
Career World Magazine High School	7-12	monthly
Educational Design Inc.		
Exploring Careers (52 page spirit master activities book) ABT Associates	7-12	1974
Me and Jobs Dennis and Almut Hooker 96 page workbook/textbook	7-12	1974

Houghton-Mifflin

Career Education Program		1973
Volume I—by Bruce Shertzer	K-6	
Volume II—by Glenn Saltzmann	7-9	
Volume III—by Eugene Wysong	10-12	

McKnight Company

A Highway to Work and Play	K-6	1973

Relevant Productions

Lifestyles 70's	9-12	1976
by Richard Wylie		
High Interest-Controlled Vocabulary		
2.1 to 5.2 Readability—15 titles		
Finding a Job		
Preparing for Work		
My Legal Rights		
Decision Making		
Buyer's Rights		
How Do You Learn?		
Gaining Friends		
Money		
Marriage		
On Your Own		
Getting Credit		
The Comparative Shopper		
Building Self Concepts		
Ads Talk		

Scott, Foresman and Company

Mathematics in Life	9	1977
Judy Smart (Survival Math Course)		
*Whatcha Gonna Do? (series of 10 films) Getting Ready, Try Out, What Do You Think?, What's the Limit?, The Most Important Thing, Because It's Just Me, A Time of Changes, Partners, Going Back, Let's Get To Work		
**Kingdom of Could Be You (16 films in series) The Kingdom of Could Be You, Agribusiness, Business and Office, Communication, Construction, Consumer Homemaking, Environment, Fine Arts and Humanities, Health, Manufacturing, Marine Science, Marketing and Distribution, Personal Service, Public Service, Recreation-Hospitality-Tourism, Transportation		
***Career Kits for Kids (6 part multi-media series) Rusty the Construction Worker, Freddy the Fireman, Maxi the Taxi Driver, Larry the Letter Carrier, Nellie the Nurse, Barney the Baker		

AMERICAN LEARNING SYSTEMS, INC.
130 MODULES

Title of Module	Emphasis	Grade Level
My Likes, Looks, and Feelings	Self Awareness	K-1
Things Are Always Changing	Self Awareness	K-1
Learning To Use Our Bodies	Self Awareness	K-1
Success and Self-Confidence	Self Awareness	K-1
Groups and Responsibilities in Groups	World of Work	K-1
Barter or Money	World of Work	K-1
Consumers and Workers—People Who Need People	World of Work	K-1
The Police Officer	World of Work	K-1
Learning About the Firefighter and Fire Prevention	World of Work	K-1
Safeguarding Your Health	World of Work	K-1
Workers in Your School	World of Work	K-1
Thinking About Helping Out in the Home	Goal Formulation and Personal Planning	K-1
Introduction to Decision Making	Goal Formulation and Personal Planning	K-1
Plans and Goals	Goal Formulation and Personal Planning	K-1
Ways People Differ	Self Awareness	2-3
How We Act Toward Others	Self Awareness	2-3
You Are A Student	Self Awareness	2-3
How You've Changed!	Self Awareness	2-3
Look At You!	Self Awareness	2-3
Individual Responsibility and the Group	World of Work	2-3
Why Do We Need Rules and Laws?	World of Work	2-3
Learning About Goods and Services	World of Work	2-3
Worker and Consumer Interdependency	World of Work	2-3
Work Conditions and Locations	World of Work	2-3
Working for Money, Working With Money	World of Work	2-3
Working on Farms	World of Work	2-3

The Bakery	World of Work	2-3
Water Workers	World of Work	2-3
The Weather Forecaster	World of Work	2-3
Why and How Advertising is Done	World of Work	2-3
How To Be A Secretary	World of Work	2-3
Meet the Park Ranger	World of Work	2-3
School and the World Outside	Goal Formulation and Personal Planning	2-3
You Are A Worker	Goal Formulation and Personal Planning	2-3
Factors That Affect Our Decisions	Goal Formulation and Personal Planning	2-3
Plan Ahead	Goal Formulation and Personal Planning	2-3
Knowing Your Interests	Self Awareness	4-6
Different People Have Different Values	Self Awareness	4-6
Getting Along With Others	Self Awareness	4-6
Making Changes	Self Awareness	4-6
Your Values and Your Self Concept	Self Awareness	4-6
Meeting Group Needs Through Services	World of Work	4-6
Rewards of Working	World of Work	4-6
Present, Past, and Future Occupations	World of Work	4-6
Careers in the Arts	World of Work	4-6
Six Careers in the Arts	World of Work	4-6
Careers in Services	World of Work	4-6
Working for Ourselves and Others	World of Work	4-6
Jobs in the Post Office	World of Work	4-6
Introduction to Health Careers	World of Work	4-6
Careers as Medical Practitioners	World of Work	4-6
Nursing	World of Work	4-6
Careers in Medical Technology	World of Work	4-6
Careers in Therapy	World of Work	4-6
Careers in Dentistry	World of Work	4-6
Environmental Careers	World of Work	4-6
Moving to Where the Jobs Are	World of Work	4-6
The Secretary	World of Work	4-6
The Engineer	World of Work	4-6
Construction Workers	World of Work	4-6
The Auto Mechanic	World of Work	4-6
The Teacher	World of Work	4-6
The Lawyer	World of Work	4-6
How To Be a Salesperson	World of Work	4-6

What Are Career Clusters?	World of Work	4-6
Free To Choose for Myself	Goal Formulation and Personal Planning	4-6
Fundamentals of Decision Making	Goal Formulation and Personal Planning	4-6
How Do People Decide on Careers?	Goal Formulation and Personal Planning	4-6
My Goals Depend on Me	Goal Formulation and Personal Planning	4-6
Goal Setting	Goal Formulation and Personal Planning	4-6
How Today's School Can Help You in Tomorrow's Work	Goal Formulation and Personal Planning	4-6
Values Around Us	Self and Career Awareness	7-9
Development of Interpersonal Skills	Self and Career Awareness	7-9
Influences Shaping Attitudes and Roles	Self and Career Awareness	7-9
Differences in Abilities	Self and Career Awareness	7-9
Learning About Interest and Aptitude Tests	Self and Career Awareness	7-9
Group Cooperation and Job Interdependency	World of Work	7-9
Newspaper Careers	World of Work	7-9
Writing Newspaper Articles	World of Work	7-9
Producing the News	World of Work	7-9
Ways To Organize a Business	World of Work	7-9
A Simulation in Organizing a Business	World of Work	7-9
Careers in Tourism	World of Work	7-9
Careers in Finance	World of Work	7-9
Careers in Transportation	World of Work	7-9
Careers in Resource Development	World of Work	7-9
Careers in Construction	World of Work	7-9
Careers in Communication	World of Work	7-9
Careers in Trade	World of Work	7-9
Careers in Recreation/Entertainment	World of Work	7-9
Careers in Personal Services	World of Work	7-9
Introduction to the Twelve Career Clusters	World of Work	7-9
A Simulation: Drilling for Oil	World of Work	7-9
Careers in Television	World of Work	7-9
Production of a Television Broadcast	World of Work	7-9
Learning About the Care of Pre-School Children	World of Work	7-9
Planning a Playschool	World of Work	7-9

Advertising and Advertising Workers	World of Work	7-9
The Value and Importance of All Jobs	World of Work	7-9
Relating School Experiences and Skills to Job Attainment and Success	Goal Formulation and Personal Planning	7-9
Self-Understanding and Career Planning	Goal Formulation and Personal Planning	7-9
What Does Work Mean to You?	Goal Formulation and Personal Planning	7-9
Job Rewards and Information Sources	Goal Formulation and Personal Planning	7-9
Career Planning and Decision Making	Goal Formulation and Personal Planning	7-9
Building a Classroom Career Center	Goal Formulation and Personal Planning	7-9
Planning for Out-of-School Jobs	Goal Formulation and Personal Planning	7-9
Planning to Achieve Individual Goals	Goal Formulation and Personal Planning	7-9
Methods of Assessing Individual Differences: Purposes and Limitations	Goal Formulation and Personal Planning	10-12
Getting Feedback From Other People	Goal Formulation and Personal Planning	10-12
Personal Goals	Goal Formulation and Personal Planning	10-12
Acquiring Skills, Interests, and Attitudes	Goal Formulation and Personal Planning	10-12
The Evolving Self	Goal Formulation and Personal Planning	10-12
Assessing Biases in Hiring	Goal Formulation and Personal Planning	10-12
Research on Biases in Hiring	Goal Formulation and Personal Planning	10-12
New Problems From Solutions to Biases in Hiring	Goal Formulation and Personal Planning	10-12
Labor Unions in Industrial Society	Goal Formulation and Personal Planning	10-12
Careers in Science	Goal Formulation and Personal Planning	10-12

New Careers: The Paraprofessional	Goal Formulation and Personal Planning	10-12
Living on Your Own	Goal Formulation and Personal Planning	10-12
The AIR Career Clustering System	Goal Formulation and Personal Planning	10-12
Governmental Policy, Employment and the Economy	Goal Formulation and Personal Planning	10-12
Post-Secondary Schooling	Goal Formulation and Personal Planning	10-12
Your Work Attitudes and Expectations	Goal Formulation and Personal Planning	10-12
Living and Working in the City	Goal Formulation and Personal Planning	10-12
How Realistic Are Your Lifestyle Expectations?	Goal Formulation and Personal Planning	10-12
Decision Making and Career Change	Goal Formulation and Personal Planning	10-12
Values in Relation to Career Change	Goal Formulation and Personal Planning	10-12
Changing Careers	Goal Formulation and Personal Planning	10-12
Job Application Skills	Goal Formulation and Personal Planning	10-12
Volunteer Work as Career	Goal Formulation and Personal Planning	10-12

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